



Social and Emotional Learning Competencies



Social and Emotional Learning Competencies

Developed by

Beth Herman

Education Consultant

Student Services/Prevention and Wellness Team

Wisconsin Department of Public Instruction

Rebecca Collins, PhD

Director

Student Services/Prevention and Wellness Team

Wisconsin Department of Public Instruction



Wisconsin Department of Public Instruction

Tony Evers, PhD, State Superintendent

Madison, Wisconsin

This publication is available from:

Division of Learning Support
Student Services/Prevention and Wellness Team
(608) 266-8960

<https://dpi.wi.gov/sppw/mental-health/social-emotional-learning>

May 2018 Wisconsin Department of Public Instruction

The Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation or disability.



Table of Contents

1. Foreword	2
2. Acknowledgements	3
3. Purpose of This Guide	5
4. A Guide to Wisconsin PK-Adult Social and Emotional Learning	7
5. Social and Emotional Learning Competencies	18
Emotional Development	18
Self-Concept	20
Social Competence.....	22
6. Summary and Resources	26
7. Endnotes	27
8. Appendices	28
A. CASEL Wheel 2017.....	28
B. Multi-Level System of Support (MLSS)	29
C. Teaching Practices that Support SEL	30

1

Strong Social Emotional Learning skills allow for successful management of life tasks such as learning, problem solving, controlling impulsivity, and caring about oneself and others.

Foreword



Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary 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. Strong SEL skills allow for successful management of life tasks such as learning, problem solving, controlling impulsivity, and caring about oneself and others.

Making SEL skills part of the learning equation is an important step in ensuring Wisconsin children graduate from school, college and career ready. With social and emotional skills, children can manage their feelings, build healthy relationships, and navigate social environments. When adults are supported by good policies and training, children develop the skills needed to prepare them for the world.

In partnership with the Safe Schools Healthy Students grant and the Collaborative for Academic, Social, and Emotional Learning (CASEL), The Wisconsin Department of Public Instruction is committed to providing resources to schools and families to support comprehensive social and emotional learning opportunities for students. These SEL competencies were created with broad stakeholder input to ensure the content is meaningful and relevant to Wisconsin communities while maintaining a focus on equity for all students.

We realize the importance of connecting social and emotional learning within existing approaches - that's why these competencies were designed to build from our already existing Wisconsin Model Early Learning Standards to allow for a seamless delivery when our youngest charges transition into school. Social and emotional learning is a life-long skill and it is important our educators are able to model what we expect from our students - that's why you'll see we have designed our competencies for PK through adults.

I am incredibly proud of the great work being accomplished in Wisconsin. We are a leader among states and are inspiring others to invest in building a strong social and emotional foundation for our students.

Tony Evers, PhD, State Superintendent of Public Instruction

Acknowledgements

2

The Wisconsin Department of Public Instruction (DPI) wishes to acknowledge the ongoing work, personal and professional commitment, and various contributions of the Social and Emotional Learning (SEL) Workgroup. Their time, expertise, and valuable input to the development of Wisconsin's Social and Emotional Learning Competencies resulted in a professional product that represents different voices, perspectives, and true collaboration.

SEL Workgroup Members:

Julie Betchkal, Wisconsin Pyramid Model Co-coordinator, CESA 11

Pam Black, External Consultant, Trauma Sensitive Schools Initiative, Trauma Sensitive Education, LLC

John Bowser, PhD, Evaluation Consultant, DPI

Elizabeth Cook, School Psychology Consultant, DPI

Gregg Curtis, PhD, School Counseling Consultant, DPI

Stacy Gahan, PhD, Director of Special Education and Pupil Services, Whitefish Bay School District

Kim Gulbrandson, PhD, Research and Evaluation Coordinator, Wisconsin Rtl Center

Lisa Hanson-Roche, School Psychologist, Portage Community Schools

Jackie Hartley, Project Coordinator, Improving Children's Mental Health through School and Community Partnerships, Professional Services Group

Missy Hilliard, Special Education Teacher, Sauk Prairie School District

Julie Incitti, School Social Work Consultant, DPI

Brenda Jennings, Assistant Director, Student Services Prevention and Wellness, DPI

Teri LeSage, Education Consultant, DPI

Kimberly Merath, Social and Emotional Learning Supervisor, Milwaukee Public Schools

Jessica Nichols, Education Consultant, Special Education Team, DPI

Angie Pliska, School Counselor, Wausau School District

Rachel Podoski, MPH, Program Evaluator, Healthy Teen Minds, New Mental Health Connections

Jennifer G. Townsend, MEd, Educational Consultant, School District of Elmbrook

Carol Zabel, Western Region Coordinator, Wisconsin Safe and Supportive Schools Center

The DPI acknowledges the membership and leadership of Wisconsin's pupil service organizations for their valued input and feedback:

- Wisconsin Association for School Nurses
- Wisconsin School Counselor Association
- Wisconsin School Psychologist Association
- Wisconsin School Social Workers Association

Gratitude and thanks are due to the DPI leadership who championed these competencies from the beginning:

- Tony Evers, PhD, State Superintendent, DPI
- Carolyn Stanford Taylor, Assistant State Superintendent, Division for Learning Support, DPI

Special thanks are also due to the DPI's national partners, the Substance Abuse and Mental Health Services Administration (SAMHSA) and the Collaborative for Academic, Social and Emotional Learning (CASEL), which provided exceptional technical assistance and funding to support this work.

The DPI recognizes the Wisconsin Model Early Learning Standards group for their work and dedication to SEL, and the Madison Metropolitan School District, whose standards documents were the starting point for Wisconsin's Social and Emotional Learning Competencies. Finally, there were numerous individuals who provided feedback on these competencies through focus group discussions and public review surveys. This document is much richer for their time and attention.

Purpose of This Guide

The Social and Emotional Learning Competencies guide is designed to provide educators and out-of-school-time youth service professionals with the essentials for implementing a comprehensive approach to SEL. Rich SEL skill development is essential for personal, academic, and social success for all ages, and is connected to healthy relationships, mental wellness, and career success. Schools provide unique and plentiful opportunities to model, teach, practice, and reinforce these skills with all students every day.

The DPI has developed Social and Emotional Learning Competencies for PK-adult. Social and emotional learning competencies are lifelong skills, essential for everyone. Until now, no comprehensive, developmentally appropriate SEL competencies have been available to all educators and out-of-school-time programs in the state. Long thought to be the responsibility of only pupil services staff, these competencies support the belief that SEL skills are best learned when all adults are teaching, providing opportunities to practice, modeling, and reinforcing these skills throughout the day.

This guide addresses why social and emotional learning in schools is essential to student success, defines SEL, and provides educators with a common language. The SEL competencies are designed to be an additive model, rather than replace skills taught by families and communities. The competencies outline a set of skills educators, youth service professionals, families, and students can access and build upon together.

Social and Emotional Learning and the Vision of the DPI

Our vision for Wisconsin is that every child is a graduate, college and career ready; our agenda is aimed at helping all kids succeed. Explicitly promoting and teaching SEL skills in Wisconsin schools is one step on the path to student success. The ability to manage emotions, focus attention, respect self and others, make responsible choices, and engage with communities prepares students for college, career and life success. When students and adults apply these skills, we create environments that keep our kids healthy, safe, supported, and encouraged in school every day.

3

Until now, no comprehensive, developmentally-appropriate SEL benchmarks have been available to all educators and out-of-school-time programs in the state.



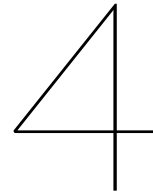
A Guide to Wisconsin PK-Adult Social and Emotional Learning Competencies

The need for developmentally appropriate SEL skill benchmarks was identified by a state-level collaboration team convened to advise Safe Schools Healthy Students Federal grant planning. Expanding on the Wisconsin Model Early Learning Standards and Social and Emotional Learning Standards developed by the Madison Metropolitan School District, the state SEL workgroup created a developmental growth model of skills development. Consultation with professional services organizations, teacher focus groups, community partners, and state agency staff guided revisions. Multiple public reviews created an iterative revision process that produced this document, a comprehensive, developmental progression of the SEL skills found in the early learning standards through adulthood.

The Wisconsin Model Early Learning Standards address SEL in three domains: emotional development, self-concept, and social competence. The three domains provide the conceptual framework for the PK-adult competencies.

While the three domains supporting the Wisconsin SEL competencies are not the same as those identified by the Collaborative for Academic, Social and Emotional Learning (CASEL), all CASEL domains are present in the Wisconsin competencies: Self-Management, Self-Awareness, Social Awareness, Decision Making, and Relationship Skills. This guide indicates which, of the five domains from the CASEL model each benchmark addresses to provide further unity of purpose and vision.

The competencies are provided in grade bands, as each competency subsumes the knowledge and skill development of the previous competencies. The grade bands are clustered for levels 4K-5K, 1-3, 4-5, 6-8, 9-10, and 11-adulthood. While the grade bands provide a framework for student development and understanding, many students may not yet be performing these skills in the grade band reflective of their enrolled grade; however, the developmental chart allows the educator to assess the child's current, approximate level of functioning and identify



*Wisconsin SEL
Domains include:*

- *Emotional Development*
- *Self-Concept*
- *Social Competence*

*These domains are
shared with the
"Wisconsin Model
Early Learning
Standards."*

The focus on a comprehensive SEL program is to improve student and adult competency rather than on compliance.

strategies to guide them to the next developmental level. Presenting the competencies on a developmental continuum is deliberate. The focus on a comprehensive SEL program is to improve student and adult competency rather than on compliance. Schools and districts are encouraged to view SEL development as a mental health promotion strategy rather than a behavioral intervention.

There are 24 competencies for each grade band. It is not expected that every adult will deliberately teach all of them. Local staff will prioritize the competencies that will become the focus of intentional instruction, practice, and feedback. School teams will then develop a plan for intentional instruction. A school may decide to plan the competencies around grade-level groups, and others may choose to plan implementation around academic content areas such as English language arts, mathematics, and science.

What Is Social and Emotional Learning?

Social and emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary 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.¹ This definition identifies SEL as a two-part process: acquisition and application.

It is essential to understand simply acquiring a skill does not guarantee it will be used at the appropriate time and in the appropriate manner. Explicit teaching and continual rehearsal of these skills, across environments, allow students the opportunity to apply what they have learned. Social and emotional learning does not mean simply following a curriculum. A comprehensive approach to SEL, in which all staff are implementing, rehearsing, modeling, and providing feedback will create the environment needed for students to apply and generalize these skills.

The Importance of Social and Emotional Learning

Making SEL part of the learning equation helps children succeed in school and life. According to the Office of Adolescent Health, SEL skills are a protective factor against risk-taking behavior such as drug and alcohol use and violence.² These skills enable individuals to more successfully access educational opportunities and utilize academic skills and knowledge. Moreover, with the acquisition and application of SEL

skills, children can manage their feelings, build healthy relationships, and navigate social environments.

Consider:

- Children who received comprehensive SEL increased their academic test scores by 11 percentile points.³
- Half of employers surveyed in 2013 said they had trouble finding recent graduates to fill positions due to a lack of communication, adaptability, decision-making, and problem-solving skills needed to do the job.⁴
- Columbia University found an \$11 return resulted from every \$1 invested in SEL programming.⁵
- 93 percent of PK through 12th-grade teachers, surveyed nationally, believe SEL is very or fairly important for the in-school student experience.⁶
- 83 percent of principals surveyed say that an increased focus on social and emotional learning would have a major benefit on school climate.⁷
- Attention span-persistence, or the attentional aspects of self-regulation, at age 4 is a significant predictor of math and reading skills at age 7 and age 21 and college completion by the age of 25.⁸

After 20 years of research in the area of SEL, the National Commission's Council of Distinguished Scientists agreed on the following consensus statements:⁹

- Social, emotional, and academic development matters
- Social and emotional skills are malleable
- Schools play a central role in social, emotional, and academic development
- Focusing on social and emotional development is worth it

So, why teach SEL in schools? If schools exist to prepare students for their future by developing the skills necessary to be successful adults, then helping students develop social and emotional competence is an essential part of that preparation. Over 20 years of research indicates that the acquisition and application of these skills results in better academic and social outcomes. While families prepare students and help them develop SEL skills, schools provide an environment rich

SEL skills are a protective factor against risk-taking behavior such as drug and alcohol use, and violence.

Over 20 years of research indicates that the acquisition and application of SEL skills results in better academic and social outcomes.

with opportunities to teach and practice these skills in ways that many families are not able to access. Students will encounter people throughout life who are different from themselves, and who think and perceive the world differently from them. Instructional formats utilized in schools provide excellent environments for students to engage with one another. Managing conflicts between individuals with varying perspectives and backgrounds is possible in classrooms. The positive climate resulting from adults and students demonstrating social and emotional competence provides a more engaging learning environment that sets students up for academic success.

Social and emotional learning occurs all the time, whether it is explicitly taught or not. Children and youth learn these skills and behaviors by watching peers and adults in their families, schools, and communities. The goal of SEL instruction is to be intentional in helping students acquire and apply these skills.

Promoting Social and Emotional Learning in Schools, Districts, and Out-of-School-Time Programs

The PK-adult competencies can serve as a guide to implementing SEL across settings. They are not prescriptive but are designed to be flexible to meet the needs of local communities. The ways these competencies may be supported will vary across the state. The DPI suggests the following model for SEL implementation and sustainability.

Implementation

The implementation of SEL is best determined at the district level. This flexibility provides for implementation responsive to local needs. Substantial research of comprehensive implementation of SEL in school districts has identified the actions necessary to fully support and integrate SEL. The following nine actions are adapted from *When Districts Support and Integrate Social and Emotional Learning*¹⁰ and *Creating Healthy Schools: Ten Key Ideas for the Social and Emotional Learning and School Climate Community*.¹¹ When integrated with the Equitable Multi-level System of Support (MLSS), these nine actions can provide schools with a road map for full implementation and sustainability of SEL in classrooms, schools, and districts.

1. Make SEL a Priority

- Conduct a SEL needs assessment
- Align SEL goals with district mission, vision, and strategic plan priorities
- Create policies and procedures that support full implementation. This might include time dedicated to explicit instruction of SEL skills at the elementary level, regularly scheduled meeting time for staff planning, and integrating SEL language into daily routines.
<https://drc.casel.org/vision/>
- Communicate the district's purpose and vision for SEL to the school board, families, community members, and other stakeholders
<https://drc.casel.org/communication/>

2. Integrate SEL into Academic Instruction

- Explicit SEL Skills Instruction: Free-standing lessons designed to enhance students' SEL competence
 - Evidence-based curricula are available to explicitly teach skills to students. When used with the other three approaches below, students are better able to use their skills in a variety of environments. Resources to locate evidence-based programs (EVP) are listed below
 - CASEL Guide: Effective Social and Emotional Learning Programs
<https://casel.org/guide/>
 - Social and Emotional Learning Interventions Under the Every Child Succeeds Act https://www.rand.org/pubs/research_reports/RR2133.html
 - District Resource Center, CASEL: <https://drc.casel.org/programming/>
 - The Hexagon tool from the National Implementation Research Network (NIRN) can help schools and districts select evidence-based instructional, behavioral, and SEL innovations and prevention approaches <http://implementation.fpg.unc.edu/resources/hexagon-tool-exploring-context>



Social emotional learning (SEL) programs that improve behavior and promote SEL among students also help reduce teacher stress and create more positive engagement with students.

—Greenberg, Brown, Abenavoli¹³

- Teacher Instructional Practices
 - The Center on Great Teachers and Leaders at American Institutes for Research identified 10 teaching practices that support SEL. The practices can be divided into social teaching practices and instructional teaching practices. Appendix C lists the 10 practices and provides an example of what this might look like in a classroom. <https://gtlcenter.org/sites/default/files/SelfAssessmentSEL.pdf>
 - Teacher social and emotional skill competence is critical to student SEL growth. Supporting staff wellness and providing coaching to support teacher implementation of SEL will reinforce and build staff SEL competencies.
- Integration with Academic Curriculum Areas
 - The PK-adult competencies provide teachers with benchmarks that can be integrated into academic instruction. For example, identifying characters' feelings can be part of a literature unit and setting goals can be a step in working on a math problem. Working in groups and practicing negotiation and conflict resolution, giving and receiving feedback, and creating a group plan can be done in any academic area. <https://gtlcenter.org/sites/default/files/SELToolkit.pdf>
 - Integration of the SEL competencies with academic instruction can occur in many different ways. In some schools, grade-level teams identify the benchmarks of focus for the different academic areas across a grade level. At high schools, staff may plan integration activities by content area across all grade levels, identifying which benchmarks can be integrated into math, science, English language arts, and so on. <https://drc.casel.org/integration/#resources>

3. Create an Environment that Supports SEL

- Align discipline policies with SEL implementation such as student engagement in creating expectations, restorative practices, and emotional regulation plans
- Create a supportive and welcoming environment for students, staff, and families

- Ensure students have strong attachments and relationships to adults in the building
- Provide training to all adults to increase mental health literacy and reduce the stigma associated with mental health challenges

4. Provide Training and Supports for SEL Programs and Practices

- Build the expertise of all staff and adults on what SEL is and how it can be supported
- Train relevant staff in the chosen evidence-based program
<https://drc.casel.org/build-expertise/>
- Plan for regularly training all new staff
- Coach teachers in order to build adult capacity to teach, model, reinforce, and promote SEL
- Provide training for others, such as school support staff, parents, guardians, and families, and administration
- Participate in SEL professional learning communities (PLC)

5. Coordinate Efforts to Support All Systems

- Identify and communicate to all stakeholders how SEL aligns with existing systems such as MLSS or Positive Behavior Intervention and Supports (PBIS)
- Align SEL to other universal strategies such as student mental health, restorative practices, trauma sensitive schools, and academic and career planning
- Coordinate efforts with out-of-school-time programs
- Infuse SEL skills and efforts into all existing initiatives
- Integrate resources from the District Resource Center
<https://drc.casel.org/integration/>

6. Use Data to Assess Progress

- Consider your purpose for collecting data: to determine impact; communicate mission, goals and outcomes, or collect information to make improvements; explore change; or identify student needs
<https://www.air.org/resource/are-schools-ready-assess-social-and-emotional-development>

Youth who participate in afterschool programs improve significantly in three major areas: feelings and attitudes, indicators of behavioral adjustment, and school performance.

—Durlak, Weissberg¹⁴

Educational equity means that every student has access to the resources and educational rigor they need at the right moment in their education, across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income.

—CCSSO 2017¹⁵

- Identify data to collect and create a plan describing how and when to collect it
- Consider data you already have that can help you answer your questions
- Regularly review data to guide decisions regarding implementation
- Assess staff implementation of SEL to ensure fidelity before trying to assess outcomes <https://drc.casel.org/continuous-improvement/>

7. Focus on Equity

- Consider how the district will reach and teach diverse students. The Wisconsin Department of Public Instruction, the Wisconsin RtI Center, and the Disproportionality Technical Assistance Network have collaborated to develop a *Model to Inform Culturally Responsive Practice*. It can be found at <https://dpi.wi.gov/rti/equity>
- Communicate the benefit of teaching and supporting social and emotional skills for all students
- Implement SEL and use the competencies in a way that makes sense for your community
- Consider how the competencies can be used in a way that respects cultural and linguistic differences and modify as necessary
- Invite families and community members to provide culturally relevant and appropriate meaning and use of the competencies
- For more information about the intersection of SEL and equity <https://www.youtube.com/watch?v=o2bB-08hikM>

8. Incorporate Student Voice

- Share the competencies with students
- Support students in setting SEL goals
- Encourage project-based learning around SEL (e.g., surveys of local employers, identifying skills needed to be successful at a particular interest, etc.)
- Incorporate SEL skills into academic and career planning (ACP) with students identifying and setting SEL goals

9. Involve Families and Communities

- Invite parents and guardians to work on the implementation team
- Conduct focus groups with parents and guardians to identify their concerns regarding SEL skills
- Share school-based learning with families and invite them to reinforce skills at home
- Provide resources to parents and guardians at their request
- Include community members on your planning team so they can reinforce the skills as well

Action Planning

Districtwide implementation of SEL requires time for intentional and thoughtful planning. Strategic planning will ensure sustainability of your efforts. The National Implementation Research Network has identified four distinct stages of implementation:

Exploration

- Complete a resource map and a needs assessment <https://drc.casel.org/needs-assessment/>
- Install an implementation team
- Identify all stakeholders
- Determine what is required to implement SEL
- Identify evidence-based programs or practices
- Determine data to be collected and a plan to capture it
- Create communication protocols <https://drc.casel.org/communication/>

Installation

- Launch the efforts with early adopters
- Develop buy-in of all stakeholders
- Create pilot programs and data collection systems with a small cohort to address challenges before the effort is implemented across all settings

Implementation

Science is the study of factors that influence the full and effective use of innovations in practice. The goal is not to answer factual questions about what is, but rather to determine what is required.

—NIRN ¹⁶

- Utilize a coaching model to increase staff capacity to teach, model, reinforce, and promote SEL <https://www.air.org/sites/default/files/downloads/report/Social-and-Emotional-Learning-SEL-Coaching-Toolkit-August-2017.pdf>
- Review communication protocols, implementation procedures, and policy changes for any necessary adaptations
- Collect feedback of efforts and plan to make any necessary modifications

Initial Implementation

- Go full scale with implementation plans
- Utilize a continuous quality improvement process to make plan adjustments
- Collect data across all settings
- Communicate data findings to all stakeholders
- Implement procedures for training new staff

Full Implementation

- Embed SEL efforts into the culture and routine of the school and district



- Collect and share data to monitor implementation and to make adaptations to the plan as necessary

Schools and districts can use these four stages to create a well thought-out implementation plan specifying steps, accountability and timelines at each level.

A template of the NIRN Implementation Stages Action Plan can be found at: [http://implementation.fpg.unc.edu/](http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-Education-ImplementationStagesActionPlan.pdf)

[sites/implementation.fpg.unc.edu/files/resources/NIRN-Education-ImplementationStagesActionPlan.pdf](http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-Education-ImplementationStagesActionPlan.pdf)

Sustainability

Full implementation of SEL efforts can be sustained over time. A national research review conducted by the Wisconsin Response to Intervention Network to determine what it takes to maintain change, identified five factors that facilitate sustained implementation of a culturally responsive multi-level system of support.¹² These five factors can be applied to the sustainability of SEL efforts.

1. Align with school goals, policies, vision, mission, and other programs

- School and district policies, procedures, goals, and initiatives will change over time. Articulate how SEL aligns with these.

2. Implementation teams are systematic, effective, and play an active role in supporting implementation

- The implementation team continues to meet and transitions to sustainability activities

3. Teams regularly use data to plan and make changes

- The team continues to collect and analyze data
- The team identifies new data needs and plans how to collect the data
- Team continues to report outcomes to stakeholders

4. Involve and support new personnel

- The district and school have a process to train and support new staff to build their SEL expertise

5. Continued efforts to re-energize

- Keep SEL in conversations, try new things, participate in SEL PLCs to maintain support for SEL efforts

Technical Assistance, Support and Resources

The DPI Student Services/Prevention and Wellness Team can provide technical assistance and support to schools and districts implementing SEL. Resources are available for all implementation steps at <https://dpi.wi.gov/sspw/mental-health/social-emotional-learning>

Effective programs plan for sustainability from the beginning of program design. Sustainability should be revisited and revised throughout the life of a program..

—SAMHSA¹⁷

5

Competencies

Emotional Development

PRE-KINDERGARTEN THROUGH 5TH GRADE

EMOTIONAL DEVELOPMENT				
Understand and manage one's emotions				
No.	CASEL Domain	PK-5K	1st-3rd	4th-5th
1	Self-Awareness	Learners will be able to demonstrate awareness of their emotions and how they may be the same or different from others. <i>Wisconsin Model Early Learning Standards (WMELS) Domain II A EL.1</i>	Learners will be able to recognize and label a variety of their own basic emotions.	Learners will be able to recognize and label a variety of complex emotions in self and others.
2	Self-Management	Learners will be able to, with adult guidance, use verbal and nonverbal language to demonstrate a variety of emotions. <i>WMELS Domain II A EL.1</i>	Learners will be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex emotions.	Learners will be able to express their emotions to self and others in respectful ways.
3	Self-Management	Learners will be able to, with adult guidance, display age appropriate self-control. <i>WMELS Domain II A EL.1</i>	Learners will be able to, with adult guidance, demonstrate a variety of strategies to manage strong emotions.	Learners will be able to, with minimal adult guidance, manage emotions (e.g., stress, impulses, motivation) in a manner sensitive to self and others.
4	Focus Attention	Learners will be able to, with adult guidance and engaging activities, attend for longer periods of time and show preference for some activities. <i>WMELS IV.A.EL.1</i>	Learners will begin to be able to, with adult guidance, focus their attention by demonstrating a variety of strategies to tolerate distractions.	Learners will be able to, with adult guidance, use organizational skills and strategies to focus attention in order to work toward personal and academic goals.
5	Social Awareness	Learners will be able to recognize the feelings of another child and respond with basic comfort and empathy. <i>WMELS Domain II A EL.2</i>	Learners will be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion.	Learners will be able to identify others' need for empathy and respond in respectful ways.
6	Social Awareness	Learners will be able to associate words and gestures with a variety of emotions expressed by others. <i>WMELS Domain II A EL.2</i>	Learners will be able to predict how someone else may feel in a variety of situations.	Learners will be able to use perspective-taking to predict how their own behavior affects the emotions of others.

Emotional Development (cont'd)

6TH GRADE THROUGH ADULT

EMOTIONAL DEVELOPMENT cont'd				
Understand and manage one's emotions				
No.	CASEL Domain	6th-8th	9th-10th	11th-Adult
1	Self-Awareness	Learners will be able to recognize and label a variety of complex graded emotions in self and others.	Learners will be able to recognize and label a variety of graded emotions in self and others as they occur and evolve over time.	Learners will be able to identify how the process of recognizing and labeling emotions informs thinking and influences relationships.
2	Self-Management	Learners will be able to express their emotions in an appropriate and respectful manner using a variety of modalities (e.g., verbal and nonverbal).	Learners will be able to express their emotions in an appropriate and respectful manner in different environments, with different audiences, using a variety of modalities (e.g., verbal and nonverbal).	Learners will be able to understand and explain how their expression of emotions can influence how others respond to them.
3	Self-Management	Learners will be able to identify what triggers a strong emotion and apply an appropriate calming or coping strategy to defuse the emotional trigger.	Learners will be able to consistently use appropriate calming and coping strategies when dealing with strong emotions.	Learners will be able to predict situations that will cause strong emotions, and plan and prepare to manage those emotions.
4	Focus Attention	Learners will be able to independently use organizational skills and strategies to focus attention in order to work toward short-term personal and academic goals.	Learners will be able to independently use organizational skills and strategies to focus attention by working toward long-term personal and academic goals.	Learners will employ focusing skills independently and understand their importance in achieving important goals in times of adversity.
5	Social Awareness	Learners will be able to provide support and encouragement to others through perspective taking, empathy, and appreciation for diversity.	Learners will be able to demonstrate empathy to others who have different views and beliefs.	Learners will be able to demonstrate connectedness, through empathy and engagement to their communities.
6	Social Awareness	Learners will be able to recognize expressions of empathy in society and communities.	Learners will be able to evaluate verbal, physical, and environmental cues to predict and respond to the emotions of others.	Learners will be able to evaluate verbal, physical, social, cultural, and environmental cues to predict and respond to the emotions of others.

Self-Concept

PRE-KINDERGARTEN THROUGH 5TH GRADE

SELF-CONCEPT				
Develop positive self-identity and recognize self as a lifelong learner				
No.	CASEL Domain	PK-5K	1st-3rd	4th-5th
7	Self-Awareness	Learners will be able to exhibit positive self-concept and confidence in their abilities. <i>WMELS Domain II B EL.1</i>	Learners will be able to identify and describe skills and activities they do well and those for which they need help.	Learners will be able to use a “growth mind set” in order to recognize and build on their strengths.
8	Self-Awareness	Learners will be able to, with adult guidance, recognize and share independent thoughts. <i>WMELS Domain II B EL.1</i>	Learners will be able to identify and explore their own beliefs.	Learners will be able to reflect on similarities and differences between their personal beliefs and those of others.
9	Self-Awareness Social-Awareness	Learners will be able to show awareness of being part of a family and a larger community. <i>WMELS Domain II B EL.2</i>	Learners will be able to define the role family and culture play in their identity and beliefs.	Learners will be able to identify their role in their family and community and how those roles impact their identity.
10	Self-Management	Learners will be able to display curiosity, risk-taking, and willingness to engage in new experiences. <i>WMELS Domain IV A EL 1</i>	Learners will be able to identify simple goals for personal and academic success.	Learners will be able to assess their level of engagement in their own learning for the achievement of personal goals.
11	Self-Awareness Self-Management	Learners will be able to engage in meaningful learning through attempting, repeating, and experimenting with a variety of experiences and activities. <i>WMELS Domain IV A EL 2</i>	Learners will be able to, with encouragement, persist toward reaching a goal despite setbacks.	Learners will be able to identify strategies to persist and maintain motivation when working toward short- and long-term goals.

Self-Concept (cont'd)

6TH GRADE THROUGH ADULT

SELF-CONCEPT (cont'd)				
Develop positive self-identity and recognize self as a lifelong learner				
No.	CASEL Domain	6th-8th	9th-10th	11th-Adult
7	Self-Awareness	Learners will be able to use optimism and a “growth mind set” to recognize strengths in self in order to describe and prioritize personal skills and interests they want to develop.	Learners will be able to set priorities to build personal strengths, grow in their learning, recognize barriers, and employ solutions.	Learners will be able to maintain a "growth mind set" about their abilities to succeed and grow and will persist through challenges.
8	Self-Awareness	Learners will be able to self-reflect on their values and beliefs and how their behaviors relate to those values and beliefs.	Learners will be able to use self-reflection to determine if their behavior is reflective of their personal values and modify behavior to match their beliefs.	Learners will be able to use self-reflection to assess their behavior for authenticity, honesty, and respect and articulate how this impacts their greater community.
9	Self-Awareness Social-Awareness	Learners will be able to identify how family and culture impact their thoughts and actions.	Learners will be able to reflect on their own beliefs relative to different familial and societal norms.	Learners will be able to explain how their beliefs can impact their growth and success, and advocate for their beliefs.
10	Self-Management	Learners will be able to consistently set attainable, realistic goals, and persist until their goals are achieved.	Learners will be able to reflect on the progress of personal goals in order to adjust action steps and time frames as necessary.	Learners will be able to set short- and long-term group goals, and create a plan to execute those goals. They will be able to analyze progress and collaborate to adjust goals when needed.
11	Self-Awareness Self-Management	Learners will be able to identify successes and challenges, and how they can learn from them.	Learners will be able to recognize barriers to succeeding and identify supports to help themselves.	Learners will be able to demonstrate perseverance when dealing with challenges and adversity.

Social Competence

PRE-KINDERGARTEN THROUGH 5TH GRADE

SOCIAL COMPETENCE				
Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large				
No.	CASEL Domain	PK-5K	1st-3rd	4th-5th
12	Social Awareness	Learners will be able to demonstrate awareness of self as a unique individual. <i>WMELS Domain II B EL.2</i>	Learners will be able to present their own point of view.	Learners will be able to appreciate diversity by recognizing multiple points of view and perspectives of others across cultural and social groups.
13	Social Awareness	Learners will be able to reflect their family, culture, and community when engaged in play and learning. <i>WMELS Domain IV C EL.2</i>	Learners will be able to identify commonalities they share with peers.	Learners will be able to build relationships between diverse groups of people.
14	Social Awareness	Learners will be able to, with adult guidance, begin to notice that other children and families do things differently. <i>WMELS Domain IV C EL.2</i>	Learners will be able to recognize and respect that individual differences are important to self and others.	Learners will be able to demonstrate respect for others by discussing how stereotypes affect self and others.
15	Relationship Skills	Learners will be able to engage in healthy and rewarding social interactions and play with peers. <i>WMELS Domain II C EL.2</i>	Learners will be able to identify the different relationships they have with others.	Learners will be able to, with adult guidance, recognize, establish, and maintain healthy and rewarding relationships.
16	Relationship Skills	Learners will be able to, with adult guidance, initiate conversations, listen attentively, respond to conversation, and stay on topic for multiple exchanges (especially with adults). <i>WMELS Domain III B EL.2C</i>	Learners will be able to describe in simple terms how words, tone, and body language are used to communicate with others.	Learners will be able to effectively communicate clearly, listen well, and cooperate with others to build healthy relationships.
17	Relationship Skills	Learners will be able to adapt behavior based on adult directives.	Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environment cues.	Learners will be able to independently adapt behavior based upon peer feedback and environmental cues.
18	Relationship Skills	Learners will be able to participate in cooperative play with peers. <i>WMELS Domain II C EL.2</i>	Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.	Learners will be able to work cooperatively and productively in a group to accomplish a set goal.

Social Competence (cont'd)

PRE-KINDERGARTEN THROUGH 5TH GRADE (cont'd)

SOCIAL COMPETENCE (cont'd)				
Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large				
No.	CASEL Domain	PK-5K	1st-3rd	4th-5th
19	Relationship Skills	Learners will be able to, with adult guidance, identify and communicate needs in conflict situations. <i>WMELS Domain II C EL.4</i>	Learners will be able to understand the perspective of others in a conflict situation.	Learners will be able to identify cause and effect of a conflict.
20	Decision Making	Learners will be able to, with adult guidance, recognize that they have choices in how to respond to situations.	Learners will be able to, with adult guidance, generate possible choices and actions they could take in a given situation, including positive and negative options.	Learners will be able to make constructive choices about personal behavior and social interaction in order to evaluate the consequences of various actions with consideration of well-being for oneself and others.
21	Social Awareness	Learners will be able to follow simple group rules. <i>WMELS Domain II C EL.3</i>	Learners will be able to demonstrate positive behaviors as established in classroom and schoolwide expectations.	Learners will be able to identify and respect social norms for behavior and safe interactions across different settings.
22	Decision Making Relationship Skills	Learners will be able to demonstrate understanding of simple rules related primarily to personal health and safety. <i>WMELS Domain II C EL.3</i>	Learners will be able to describe ways to promote personal safety.	Learners will be able to honor social norms with respect to safety of oneself and others.
23	Social Awareness Relationship Skills	Learners will be able to attempt a new skill when encouraged and supported by a safe and secure environment. <i>WMELS Domain IV A EL.2</i>	Learners will be able to identify how to get help from a trusted adult in a variety of situations.	Learners will be able to identify when and how to offer help to others.
24	Decision Making Social Awareness Relationship Skills	Learners will be able to show awareness of being part of a family and a larger community. <i>WMELS Domain II A EL.2</i>	Learners will be able to, with adult guidance, identify classroom, school, and community needs.	Learners will be able to identify actions that would positively impact change in a classroom, school, and community.

Social Competence (cont'd)

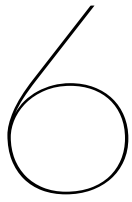
6TH GRADE THROUGH ADULT

SOCIAL COMPETENCE (cont'd)				
Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large				
No.	CASEL Domain	6th-8th	9th-10th	11th-Adult
12	Social Awareness	Learners will be able to show respect for other people's perspectives.	Learners will be able to identify positive ways to express understanding of differing perspectives.	Learners will be able to demonstrate conversational skills to determine the perspective of others.
13	Social Awareness	Learners will be able to reflect how cross-cultural experiences can influence their ability to build positive relationships.	Learners will be able to support the rights of individuals to reflect their family, culture, and community within the school setting.	Learners will be able to support the rights of all individuals to reflect their family, culture, and community in society.
14	Social Awareness	Learners will be able to identify discrimination of individuals and groups based upon perceived differences.	Learners will be able to assess for personal bias and evaluate strategies to oppose stereotyping.	Learners will be able to develop ethical arguments from a variety of ethical positions to evaluate societal norms.
15	Relationship Skills	Learners will be able to recognize the emotional, physical, social, and other costs of negative relationships.	Learners will be able to independently seek and sustain positive, supportive relationships.	Learners will be able to maintain positive relationships and use effective strategies (e.g., boundary setting, stating your needs, and recognizing warning signs) to avoid negative relationships.
16	Relationship Skills	Learners will be able to use active listening and assertive, clear communication when expressing thoughts and ideas.	Learners will be able to use assertive communication, including refusals, to get their needs met without negatively impacting others.	Learners will be able to use assertive communication, including refusals, in a variety of settings and with a variety of audiences to get their needs met, without negatively impacting others.
17	Relationship Skills	Learners will be able to recognize and respond appropriately to constructive feedback.	Learners will be able to accept constructive feedback.	Learners will be able to evaluate constructive feedback and provide constructive feedback when needed.
18	Relationship Skills	Learners will be able to work cooperatively and productively in a group and overcome setbacks and disagreements.	Learners will be able to formulate group goals and work through an agreed upon plan.	Learners will be able to recognize how each group member's skills contribute toward group goals.

Social Competence (cont'd)

6TH GRADE THROUGH ADULT (cont'd)

SOCIAL COMPETENCE (cont'd)				
Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large				
No.	CASEL Domain	6th-8th	9th-10th	11th-Adult
19	Relationship Skills	Learners will be able to apply negotiation skills and conflict resolution skills to resolve differences.	Learners will be able to self-reflect on their role in a conflict to inform their behavior in the future.	Learners will be able to consistently resolve inter-personal conflicts across settings (e.g., school, work, community, and personal relationships).
20	Decision Making	Learners will be able to generate a variety of solutions and outcomes to a problem with consideration of well-being for oneself and others.	Learners will be able to apply steps of systemic decision making with consideration of well-being for oneself and others.	Learners will be able to consider a variety of factors (e.g., ethical, safety, and societal factors) in order to make decisions that promote productive social and work relations.
21	Social Awareness	Learners will be able to identify how social norms for behavior vary across different settings and within different cultures.	Learners will be able to identify the purpose of social norms for behavior across situations and how these norms are influenced by public opinion.	Learners will be able to evaluate the ways in which public opinion can be used to influence and shape public policy.
22	Decision Making Relationship Skills	Learners will be able to identify the impact of their decisions on personal safety and relationships.	Learners will be able to use negotiation and refusal skills to resist unwanted pressures and maintain personal health and safety.	Learners will be able to evaluate factors that impact personal and community health and safety, and apply appropriate preventative and protective strategies (e.g., health and wellness, sleep, healthy relationships).
23	Social Awareness Relationship Skills	Learners will be able to advocate for themselves.	Learners will be able to advocate for their needs and the needs of others by utilizing educational and community support networks.	Learners will be able to generate positive choices and proactively advocate for themselves and others across settings (e.g., school, community, work, and personal relationships).
24	Decision Making Social Awareness Relationship Skills	Learners will be able to, with adult guidance, create an action plan that addresses a need in the classroom, school, or community.	Learners will be able to independently create an action plan that addresses real needs in the classroom, school, and community.	Learners will be able to analyze opportunities to improve their community and engage in civic activities to influence issues impacting various communities.



Summary and Resources

The Wisconsin PK-Adult SEL Competencies along with the implementation and sustainability resources provided in this document provide a road map for schools and districts to begin or expand their efforts around SEL. We believe:

- Providing all students with access to these skills is an important step to education equity.
- Providing SEL to all students is an evidence-based strategy of support for student mental health and wellness.
- SEL is an additive model. Students learn additional skills, rather than replacement skills, to better access future jobs, education, and to develop healthy relationships throughout their lives.
- Adult SEL competence is essential to student skill development and school climate. Staff wellness and support builds adult competencies.
- This work requires collaboration of schools, families, and communities. Collaboration is key to sustainability.

Resources

CASEL Collaborating Districts Resource Center

<https://drc.casel.org/district-framework/>

Collaborative for Academic, Social and Emotional Learning

<http://casel.org>

The Aspen Institute

<https://www.aspeninstitute.org/issues/education/>

Wisconsin Department of Public Instruction

<https://dpi.wi.gov/sspw/mental-health/social-emotional-learning>

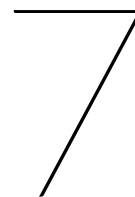
Wisconsin Department of Public Instruction

<https://dpi.wi.gov/sspw/mental-health>

Wisconsin Department of Public Instruction

<https://dpi.wi.gov/sspw/mental-health/framework>

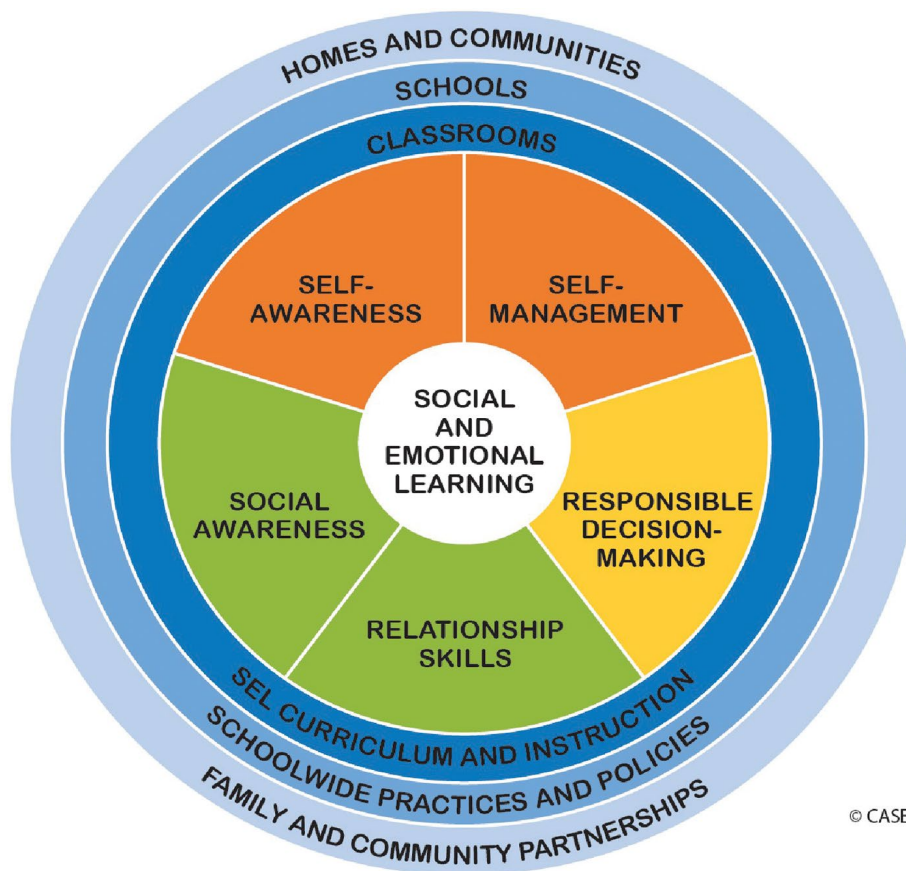
Endnotes



1. Collaborative for Academic, Social, and Emotional Learning. "What is SEL?" <https://casel.org/what-is-sel/> (accessed May 17, 2018).
2. Office of Adolescent Health, U.S. Department of Health and Human Services. "Adolescent Health Risk and Protective Factors." <https://www.hhs.gov/ash/oah/tag/why-tag/adolescent-health-risks-and-protective-factors/index.html> (accessed May 17, 2018).
3. Joseph A. Durlak, Joseph A. Roger P. Weissberg, Allison B. Dymnicki, Rebecca D. Taylor, and Kriston B. Schellinger. Jan-Feb 2011. "The Impact of Social and Emotional Learning: A Meta-Analysis of School-based Interventions." *Child Development* 82, no. 1: 405-32.
4. Karin Fisher. March 2013. "The Employment Mismatch." *The Chronicle of Higher Education*. <https://www.chronicle.com/article/The-Employment-Mismatch/137625> (accessed May 17, 2018).
5. Clive Belfield, Brooks Bowden, Alli Klapp, Henry Levin, Robert Shand, and Sabine Zander. February 2015. *The Economic Value of Social and Emotional Learning*, rev. ed. New York: Center for Benefit-Cost Studies in Education, Teachers College, Columbia University. <http://blogs.edweek.org/edweek/rulesforengagement/SEL-Revised.pdf> (accessed May 17, 2018).
6. John Bridgeland, Mary Bruce, and Arya Hariharan. 2013. *The Missing Piece*, A Report for CASEL: A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools. Washington, DC: Civic Enterprises with Peter D. Hart Research Associates. <http://www.casel.org/wp-content/uploads/2016/01/the-missing-piece.pdf> (accessed May 17, 2018).
7. Jennifer L. DePaoli, Matthew N. Atwell, and John Bridgeland. 2017. *Ready to Lead: A National Principal Survey on How Social and Emotional Learning Can Prepare Children and Transform Schools*. A Report for CASEL. Washington, DC: Civic Enterprises with Hart Research Associates. http://www.casel.org/wp-content/uploads/2017/11/ReadyToLead_FINAL.pdf (accessed May 17, 2018).
8. Megan M. McClelland, Alan C. Acock, Andrea Piccinin, Sally Ann Rhea, and Michael Stallings. April 2013. "Relations between Pre-school Attention Span-Persistence and Age 25 Educational Outcomes." *Early Childhood Research Quarterly* 28, No 2: 314-324.
9. Stephanie M. Jones and Jennifer Kahn. September 2017. *The Evidence Base for How We Learn. Supporting Students' Social, Emotional, and Academic Development. Consensus Statements of Evidence from the Council of Distinguished Scientists*. Aspen, CO: The Aspen Institute National Commission on Social, Emotional, and Academic Development.
10. Kimberly Kendziora and Nick Yoder. October 2016. *When Districts Support and Integrate Social and Emotional Learning (SEL): Findings from an Ongoing Evaluation of Districtwide Implementation of SEL*. Washington, DC: Education Policy Center at American Institutes for Research.
11. Elizabeth Devaney and Juliette Berg. October 2016. *Creating Healthy Schools: Ten Key Ideas for the Social and Emotional Learning and School Climate Community*. Washington, DC: Education Policy Center at American Institutes for Research.
12. Wisconsin RtI Center. 2017. *5 Factors that Facilitate Sustained Implementation of a Culturally Responsive Multi-Level System of Support in Wisconsin*. Wisconsin PBIS Network. https://www.wisconsinpbisnetwork.org/assets/files/resources/1493997547_2017-Evaluation-Brief-Sustainability-Five-Factors.pdf?utm_source=pbis-website&utm_medium=website&utm_campaign=2017-eval-brief (accessed, May 17, 2018).
13. M.T. Greenberg, J.L. Brown, and R.M. Abenavoli. 2016. *Teacher Stress and Health: Effects on Teachers, Students, and Schools*. University Park, PA: Edna Bennett Pierce Prevention Research Center, Pennsylvania State University.
14. Joseph A. Durlak and Roger P. Weissberg. 2007. *The Impact of After-School Programs that Promote Personal and Social Skills*. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.
15. The Aspen Education & Society Program and the Council of Chief State Schools Officers. 2017. *Leading for Equity: Opportunities for State Education Chiefs*. Washington, DC. https://www.ccsso.org/sites/default/files/2018-01/Leading%20for%20Equity_011618.pdf (accessed May 17, 2018).
16. The National Implementation Research Network. "Implementation Science Defined." <http://nirn.fpg.unc.edu/learn-implementation/implementation-science-defined> (accessed May 19, 2018).
17. Substance Abuse and Mental Health Services Administration. "Sustainability." <https://www.samhsa.gov/capt/applying-strategic-prevention-framework/sustainability> (accessed May 17, 2018).

Appendices

Appendix A CASEL Wheel 2017



© CASEL 2017

Wisconsin SEL domains

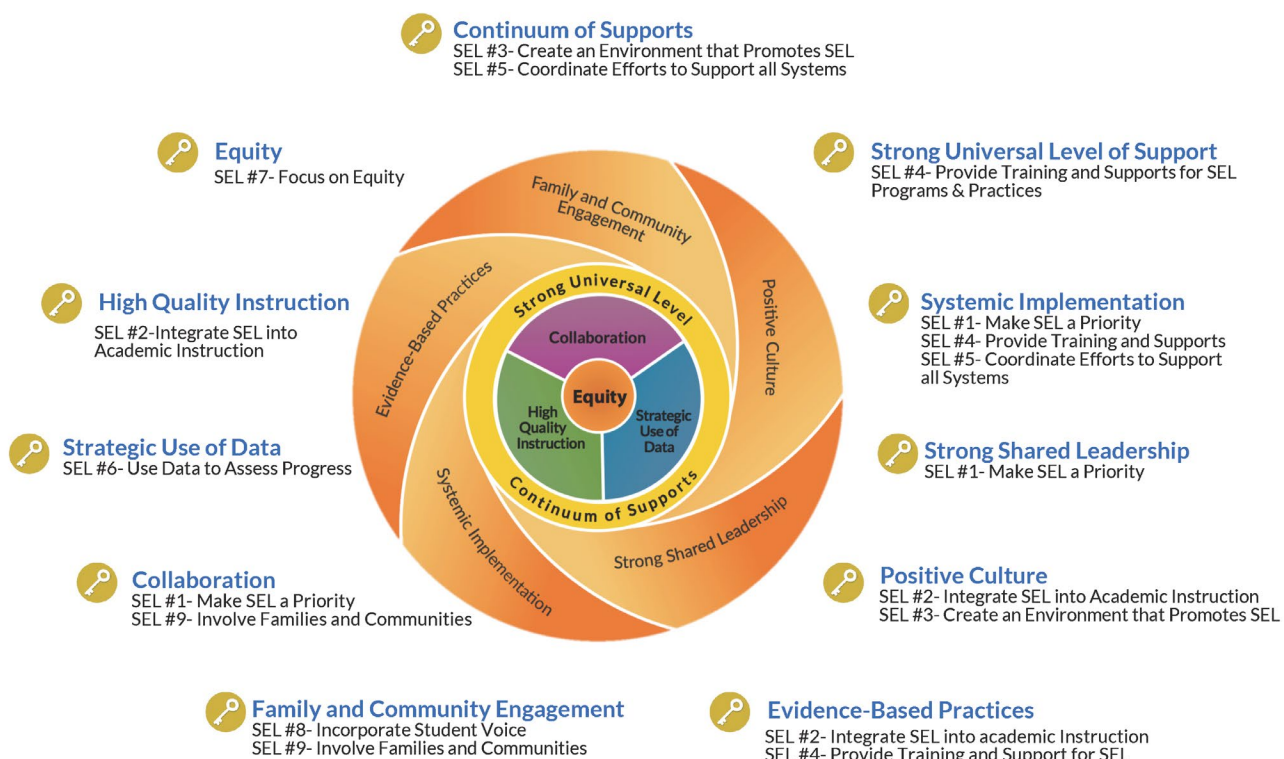
- Emotional Development
- Self Concept
- Social Competence

These domains are shared with the Wisconsin Model Early Learning Standards.

Appendix B

Multi-Level System of Support (MLSS)

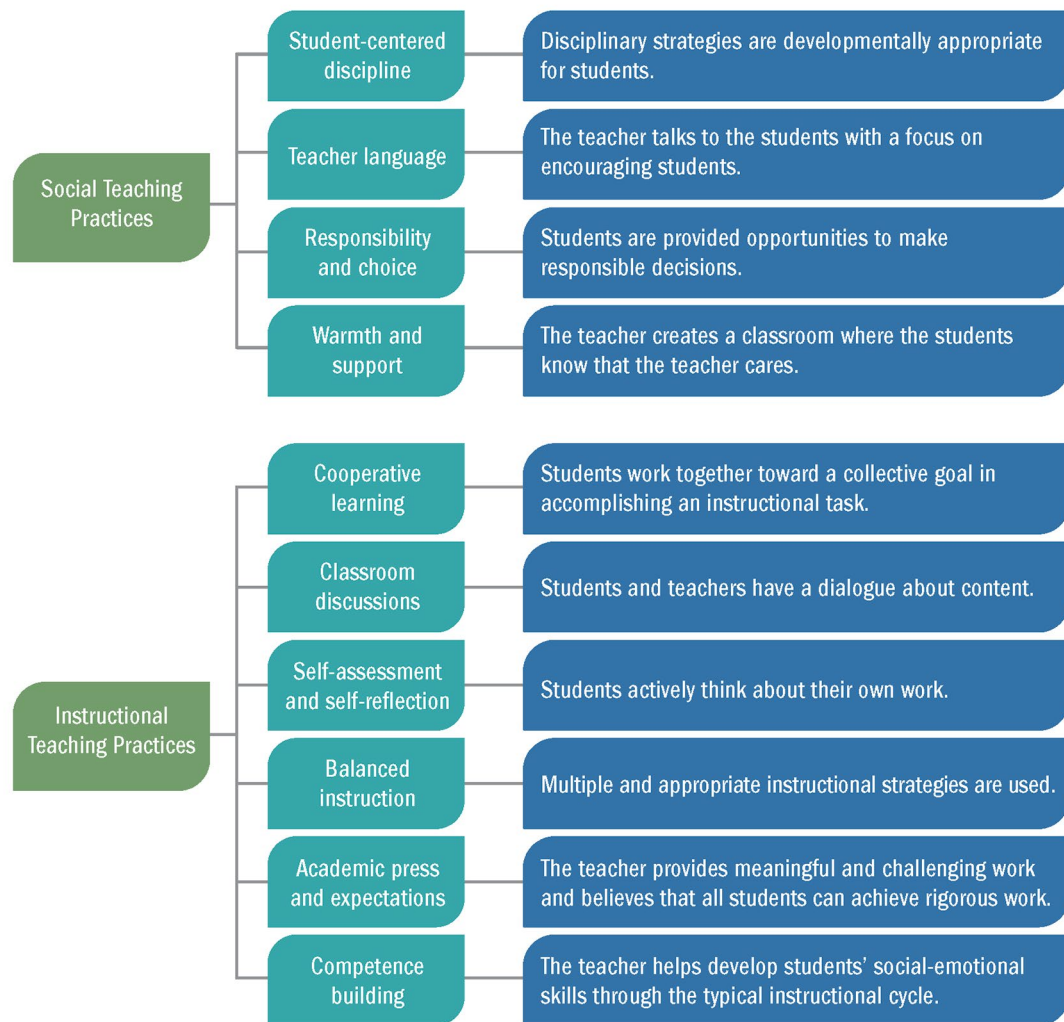
Key System Features of an Equitable Multi-Level System of Support



The Wisconsin RtI Center (CFDA # 84.027) acknowledges the support of the Wisconsin Department of Public Instruction in the development of this document and for the continued support of this federally-funded grant program. There are no copyright restrictions on this document; however, please credit the Wisconsin DPI and support of federal funds when copying all or part of this material.

Appendix C

Teaching Practices that Support SEL



Reprinted with permission from Yoder, N., & Gurke, D. (2017). Social and emotional learning coaching toolkit (Figure 1, p. 2). Washington, DC: American Institutes for Research. Retrieved from <http://www.air.org/sites/default/files/downloads/report/Social-and-Emotional-Learning-SEL-Coaching-Toolkit-August-2017.pdf>

