



Social and Emotional Competencies &
Career and Technical Education
Employability Standards

CROSSWALK

January 2022

Wisconsin Department of Public Instruction

Purpose of Standards Crosswalk

The Social and Emotional Competencies & Career and Technical Education Employability Standards Crosswalk is designed to help educators, youth employers, and out-of-school time (OST) professionals understand the relationship between Wisconsin's social and emotional learning (SEL) competencies and Wisconsin Employability Skill Standards.

For further information on the connection between SEL and employability skills see DPI's report, [Wisconsin's Guide to SEL and Workforce Readiness: A Powerful Combination](#).

SEL COMPETENCIES

EMOTIONAL DEVELOPMENT

Understand and manage one's emotions.

| CASEL Domain | 9th-10th | 11th-Adult | Employability Standards |
|----------------------------|--|---|--|
| Self-Awareness | 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. | <ul style="list-style-type: none"> • Develops positive relationships with others • Collaborates with others • Maintains composure under pressure |
| Self-Management (a) | 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. | <ul style="list-style-type: none"> • Develops positive relationships with others • Communicates effectively with others • Collaborates with others • Maintains composure under pressure • Provides quality goods or service (internal and external) |
| Self-Management (b) | 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. | <ul style="list-style-type: none"> • Develops positive relationships with others • Collaborates with others • Maintains composure under pressure • Shows initiative and self-direction |

| CASEL Domain | 9th-10th | 11th-Adult | Employability Standards |
|-----------------------------|---|--|---|
| | | | <ul style="list-style-type: none"> • Adapts to change |
| Focus Attention | 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. | <ul style="list-style-type: none"> • Maintains composure under pressure • Demonstrates integrity • Performs quality work • Shows initiative and self-direction • Fulfills training or certification requirements for employment • Sets personal goals for improvement |
| Social Awareness (a) | 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. | <ul style="list-style-type: none"> • Develops positive relationships with others • Communicates effectively with others • Collaborates with others |
| Social Awareness (b) | 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. | <ul style="list-style-type: none"> • Develops positive relationships with others • Communicates effectively with others • Collaborates with others |

SELF CONCEPT

Develop positive self-identity and recognize self as a lifelong learner.

| CASEL Domain | 9th-10th | 11th-Adult | Employability Standards |
|--|--|--|---|
| Self-Awareness (a) | 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. | <ul style="list-style-type: none"> • Maintains composure under pressure • Performs quality work • Shows initiative and self-direction • Adapts to change • Sets personal goals for improvement |
| Self-Awareness (b) | 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. | <ul style="list-style-type: none"> • Demonstrates integrity • Provides quality goods or service (internal and external) |
| Self Awareness/Social Awareness | 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. | <ul style="list-style-type: none"> • Communicates effectively with others • Maintains composure under pressure • Shows initiative and self-direction • Adapts to change |
| Self-Management | Learners will be able to reflect on the progress of personal goals in order to adjust action | 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 | <ul style="list-style-type: none"> • Develops positive relationships with others • Collaborates with others |

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|---------------------------------------|---|---|---|
| | steps and time frames as necessary. | and collaborate to adjust goals when needed. | <ul style="list-style-type: none"> • Demonstrates integrity • Performs quality work • Shows initiative and self-direction • Sets personal goals for improvement |
| Self-Awareness/Self-Management | 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. | <ul style="list-style-type: none"> • Demonstrates integrity • Performs quality work • Shows initiative and self-direction • Adapts to change • Fulfills training or certification requirements for employment • Sets personal goals for improvement |

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.

| CASEL Domain | 9th-10th | 11th-Adult | Employability Standards |
|--------------------------------|---|--|--|
| Social Awareness (a) | 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. | <ul style="list-style-type: none"> • Develops positive relationships with others • Communicates effectively with others • Collaborates with others • Provides quality goods or service (internal and external) |
| Social Awareness (b) | 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. | <ul style="list-style-type: none"> • Develops positive relationships with others • Collaborates with others |
| Social Awareness (c) | 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. | <ul style="list-style-type: none"> • Develops positive relationships with others • Collaborates with others |
| Relationship Skills (a) | 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. | <ul style="list-style-type: none"> • Develops positive relationships with others • Collaborates with others • Adapts to change |

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|--------------------------------|---|---|---|
| Relationship Skills (b) | 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. | <ul style="list-style-type: none"> • Develops positive relationships with others • Communicates effectively with others • Collaborates with others |
| Relationship Skills (c) | Learners will be able to accept constructive feedback. | Learners will be able to evaluate constructive feedback and provide constructive feedback when needed. | <ul style="list-style-type: none"> • Develops positive relationships with others • Communicates effectively with others • Collaborates with others • Maintains composure under pressure • Demonstrates integrity • Shows initiative and self-direction • Adapts to change • Sets personal goals for improvement |
| Relationship Skills (d) | 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. | <ul style="list-style-type: none"> • Develops positive relationships with others • Collaborates with others • Performs quality work • Sets personal goals for improvement |

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| Relationship Skills (e) | 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 interpersonal conflicts across settings (e.g., school, work, community, and personal relationships). | <ul style="list-style-type: none"> • Develops positive relationships with others • Collaborates with others • Maintains composure under pressure • Demonstrates integrity • Shows initiative and self-direction • Adapts to change |
| Decision Making | 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. | <ul style="list-style-type: none"> • Develops positive relationships with others • Collaborates with others • Maintains composure under pressure • Performs quality work • Provides quality goods or service (internal and external) |
| Social Awareness (d) | 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. | <ul style="list-style-type: none"> • Communicates effectively with others • Collaborates with others • Provides quality goods or service (internal and external) • Fulfills training or certification requirements for employment |

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|---|--|---|--|
| Decision Making/Relationship Skills | 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). | <ul style="list-style-type: none"> • Communicates effectively with others • Collaborates with others • Maintains composure under pressure • Demonstrates safety and security regulations and practices |
| Social Awareness/Relationship Skills | 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 generate positive choices and proactively advocate for themselves and others across settings (e.g., school, community, work, and personal relationships). | <ul style="list-style-type: none"> • Communicates effectively with others • Collaborates with others • Shows initiative and self-direction • Sets personal goals for improvement |
| Decision Making/Social Awareness/Relationship Skills | 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. | <ul style="list-style-type: none"> • Demonstrates integrity • Fulfills training or certification requirements for employment • Sets personal goals for improvement |

This document is available from:

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