



Crosswalk between Tripod, Wisconsin DPI, and CASEL competencies.
 The **Appendix** includes a more detailed table.

Tripod Competency	DPI Competency	CASEL Domain
Self-Management, Future Orientation	Emotional Development, Self Concept	Self-Management
Self-Awareness, Growth Mindset	Emotional Development, Self-Concept	Self-Awareness
Responsible Decision-making, Integrity	Social Competence	Responsible Decision-making
Social Awareness	Emotional Development, Self-Concept, Social Competence	Social Awareness
Relationship Skills, Other Group Orientation, Susceptibility to Peer Pressure	Social Competence	Relationship Skills

Tripod's SEL survey suite is comprised of three integrated surveys that are designed to help educators and school leaders track, monitor, and foster students' social and emotional competence. Unlike many surveys that measure student social and emotional competence in isolation, Tripod's SEL survey suite also captures key dimensions of the classroom and school environment known to influence student competence. Surveys are completely aligned with the CASEL framework and include a: Social and Emotional Competency Survey for Students; a Classroom and School SEL Environment Survey; and a Social and Emotional Beliefs Survey for School Staff.

Tripod's Integrated SEL Model



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Appendix – Detailed Crosswalk

Emotional Development (1st-5th grade)

Tripod	CASEL Domain	No.	Wisconsin SEL Competency
I am not always sure what emotions I am feeling. (Self-Awareness)	Self-Awareness	1	<p>Learners will be able to recognize and label a variety of their own basic emotions.</p> <p>Learners will be able to recognize and label a variety of complex emotions in self and others.</p>
I always wait for my teacher to call on me before I answer a question. (Self-Management)	Self-Management	2	<p>Learners will be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex emotions.</p> <p>Learners will be able to express their emotions to self and others in respectful ways.</p>
I have a hard time calming myself down when I feel upset. (Self-Management)	Self-Management	3	<p>Learners will be able to, with adult guidance, demonstrate a variety of strategies to manage strong emotions.</p> <p>Learners will be able to, with minimal adult guidance, manage emotions (e.g., stress, impulses, motivation) in a manner sensitive to self and others.</p>
When I am doing school work, I often find it difficult to concentrate. (Self-Management)	Focus Attention	4	<p>Learners will begin to be able to, with adult guidance, focus their attention by demonstrating a variety of strategies to tolerate distractions.</p> <p>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.</p>
When one of my friends is sad, I usually understand why. (Social Awareness)	Social Awareness	5	<p>Learners will be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion.</p> <p>Learners will be able to identify others' need for empathy and respond in respectful ways.</p>
When one of my friends cries, I usually understand what has happened. (Social Awareness)	Social Awareness	6	<p>Learners will be able to predict how someone else may feel in a variety of situations.</p> <p>Learners will be able to use perspective-taking to predict how their own behavior affects the emotions of others.</p>

Emotional Development (6th-Adult)

Tripod	CASEL Domain	No.	Wisconsin SEL Competency
I have feelings that I can't always identify. (Self-Awareness)	Self-Awareness	1	<p>Learners will be able to recognize and label a variety of complex graded emotions in self and others.</p> <p>Learners will be able to recognize and label a variety of graded emotions in self and others as they occur and evolve over time.</p> <p>Learners will be able to identify how the process of recognizing and labeling emotions informs thinking and influences relationships.</p>
I often don't know why I feel the way I do. (Self-Awareness)	Self-Management	2	<p>Learners will be able to express their emotions in an appropriate and respectful manner using a variety of modalities (e.g., verbal and nonverbal).</p> <p>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).</p> <p>Learners will be able to understand and explain how their expression of emotions can influence how others respond to them.</p>
I have a hard time calming myself down when I feel upset. (Self-Management)	Self-Management	3	<p>Learners will be able to identify what triggers a strong emotion and apply an appropriate calming or coping strategy to defuse the emotional trigger.</p> <p>Learners will be able to consistently use appropriate calming and coping strategies when dealing with strong emotions.</p> <p>Learners will be able to predict situations that will cause strong emotions, and plan and prepare to manage those emotions.</p>
I put off working on projects until the last minute. (Self-Management)	Focus Attention	4	<p>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.</p> <p>Learners will be able to independently use organizational skills and strategies to focus attention by working toward long-term personal and academic goals.</p> <p>Learners will employ focusing skills independently and understand their importance in achieving important goals in times of adversity.</p>
When one of my friends is sad, I usually understand why. (Social-Awareness)	Social Awareness	5	<p>Learners will be able to provide support and encouragement to others through perspective taking, empathy, and appreciation for diversity.</p>

			<p>Learners will be able to demonstrate empathy to others who have different views and beliefs.</p> <p>Learners will be able to demonstrate connectedness, through empathy and engagement to their communities.</p>
When one of my friends cries, I usually understand what has happened. (Social-Awareness)	Social Awareness	6	<p>Learners will be able to recognize expressions of empathy in society and communities.</p> <p>Learners will be able to evaluate verbal, physical, and environmental cues to predict and respond to the emotions of others.</p> <p>Learners will be able to evaluate verbal, physical, social, cultural, and environmental cues to predict and respond to the emotions of others.</p>

Self-Concept (1st-5th grade)

Tripod	CASEL Domain	No.	Wisconsin SEL Competency
I can change how smart I am. (Growth Mindset)	Self-Awareness	7	<p>Learners will be able to identify and describe skills and activities they do well and those for which they need help.</p> <p>Learners will be able to use a “growth mind set” in order to recognize and build on their strengths.</p>
I always listen carefully to other people’s point of view. (Relationship Skills)	Self-Awareness	8	<p>Learners will be able to identify and explore their own beliefs.</p> <p>Learners will be able to reflect on similarities and differences between their personal beliefs and those of others.</p>
	Self-Awareness Social-Awareness	9	<p>Learners will be able to define the role family and culture play in their identity and beliefs.</p> <p>Learners will be able to identify their role in their family and community and how those roles impact their identity.</p>
I wait until the last minute to do my school work. (Self-Management)	Self-Management	10	<p>Learners will be able to identify simple goals for personal and academic success.</p> <p>Learners will be able to assess their level of engagement in their own learning for the achievement of personal goals.</p>
Trying difficult school work will make me smarter. (Growth Mindset)	Self-Awareness Self-Management	11	<p>Learners will be able to, with encouragement, persist toward reaching a goal despite setbacks.</p> <p>Learners will be able to identify strategies to persist and maintain motivation when working toward short- and long-term goals.</p>

Self-Concept (6th -Adult)

Tripod	CASEL Domain	No.	Wisconsin SEL Competency
Challenging myself won't make me any smarter. (Growth Mindset)	Self-Awareness	7	<p>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.</p> <p>Learners will be able to set priorities to build personal strengths, grow in their learning, recognize barriers, and employ solutions.</p> <p>Learners will be able to maintain a "growth mind set" about their abilities to succeed and grow and will persist through challenges.</p>
I have feelings that I can't always identify. (Self-Awareness)	Self-Awareness	8	<p>Learners will be able to self-reflect on their values and beliefs and how their behaviors relate to those values and beliefs.</p> <p>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.</p> <p>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.</p>
I often don't know why I feel the way I do. (Self-Awareness)	Self-Awareness Social-Awareness	9	<p>Learners will be able to identify how family and culture impact their thoughts and actions.</p> <p>Learners will be able to reflect on their own beliefs relative to different familial and societal norms.</p> <p>Learners will be able to explain how their beliefs can impact their growth and success, and advocate for their beliefs.</p>
I have a clear purpose in my life--I know the types of things I want to achieve. (Future Orientation)	Self-Management	10	<p>Learners will be able to consistently set attainable, realistic goals, and persist until their goals are achieved.</p> <p>Learners will be able to reflect on the progress of personal goals in order to adjust action steps and time frames as necessary.</p> <p>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.</p>
Challenging myself won't make me any smarter. (Growth Mindset)	Self-Awareness Self-Management	11	<p>Learners will be able to identify successes and challenges, and how they can learn from them.</p> <p>Learners will be able to recognize barriers to succeeding and identify supports to help themselves.</p> <p>Learners will be able to demonstrate perseverance when dealing with challenges</p>

			and adversity.
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Social-Competence (1st -5th grade)

Tripod	CASEL Domain	No.	Wisconsin SEL Competency
I always listen carefully to other people's point of view. (Relationship Skills)	Social Awareness	12	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.
I always listen carefully to other people's point of view. (Relationship Skills)	Social Awareness	13	Learners will be able to identify commonalities they share with peers. Learners will be able to build relationships between diverse groups of people.
I always listen carefully to other people's point of view. (Relationship Skills)	Social Awareness	14	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.
It is easy for me to become friends with other people my age. (Relationship Skills)	Relationship Skills	15	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.
Other people always understand me when I talk about my thoughts and feelings. (Relationship Skills)	Relationship Skills	16	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.
	Relationship Skills	17	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.
I always listen carefully to other people's point of view. (Relationship Skills)	Relationship Skills	18	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.
	Relationship Skills	19	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.
It is easy for me to become friends with other people my age. (Relationship Skills)	Decision Making	20	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.

I always listen carefully to other people's point of view. (Relationship Skills)	Social Awareness	21	Learners will be able to demonstrate positive behaviors as established in classroom and school-wide expectations. Learners will be able to identify and respect social norms for behavior and safe interactions across different settings.
	Decision Making Relationship Skills	22	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.
	Social Awareness Relationship Skills	23	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.
	Decision Making Social Awareness Relationship Skills	24	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 (6th - Adult)

Tripod	CASEL Domain	No.	Wisconsin SEL Competency
I always listen carefully to other people's point of view. (Relationship Skills)	Social Awareness	12	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.
	Social Awareness	13	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.
	Social Awareness	14	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.
It is easy for me to become friends with other people my age. (Relationship Skills)	Relationship Skills	15	Learners will be able to recognize the emotional, physical, social, and other costs of negative relationships.

			<p>Learners will be able to independently seek and sustain positive, supportive relationships.</p> <p>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.</p>
I always listen carefully to other people's point of view. (Relationship Skills)	Relationship Skills	16	<p>Learners will be able to use active listening and assertive, clear communication when expressing thoughts and ideas.</p> <p>Learners will be able to use assertive communication, including refusals, to get their needs met without negatively impacting others.</p> <p>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.</p>
	Relationship Skills	17	<p>Learners will be able to recognize and respond appropriately to constructive feedback.</p> <p>Learners will be able to accept constructive feedback.</p> <p>Learners will be able to evaluate constructive feedback and provide constructive feedback when needed.</p>
	Relationship Skills	18	<p>Learners will be able to work cooperatively and productively in a group and overcome setbacks and disagreements.</p> <p>Learners will be able to formulate group goals and work through an agreed upon plan.</p> <p>Learners will be able to recognize how each group member's skills contribute toward group goals.</p>
	Relationship Skills	19	<p>Learners will be able to apply negotiation skills and conflict resolution skills to resolve differences.</p> <p>Learners will be able to self-reflect on their role in a conflict to inform their behavior in the future.</p> <p>Learners will be able to consistently resolve inter-personal conflicts across settings (e.g., school, work, community, and personal relationships).</p>
	Decision Making	20	<p>Learners will be able to generate a variety of solutions and outcomes to a problem with consideration of well-being for oneself and others.</p> <p>Learners will be able to apply steps of systemic decision making with consideration</p>

			<p>of well-being for oneself and others.</p> <p>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.</p>
	Social Awareness	21	<p>Learners will be able to identify how social norms for behavior vary across different settings and within different cultures.</p> <p>Learners will be able to identify the purpose of social norms for behavior across situations and how these norms are influenced by public opinion.</p> <p>Learners will be able to evaluate the ways in which public opinion can be used to influence and shape public policy.</p>
	Decision Making Relationship Skills	22	<p>Learners will be able to identify the impact of their decisions on personal safety and relationships.</p> <p>Learners will be able to use negotiation and refusal skills to resist unwanted pressures and maintain personal health and safety.</p> <p>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).</p>
	Social Awareness Relationship Skills	23	<p>Learners will be able to advocate for themselves.</p> <p>Learners will be able to advocate for their needs and the needs of others by utilizing educational and community support networks.</p> <p>Learners will be able generate positive choices and proactively advocate for themselves and others across settings (e.g., school, community, work, and personal relationships).</p>
	Decision Making Social Awareness Relationship Skills	24	<p>Learners will be able to, with adult guidance, create an action plan that addresses a need in the classroom, school, or community.</p> <p>Learners will be able to independently create an action plan that addresses real needs in the classroom, school, and community.</p> <p>Learners will be able to analyze opportunities to improve their community and engage in civic activities to influence issues impacting various communities.</p>