

Social and Emotional Learning Embedded in Core Education Documents

This document is a response to the question, **where is social and emotional learning (SEL) embedded in core education documents that inform and guide California K-12 Education?**

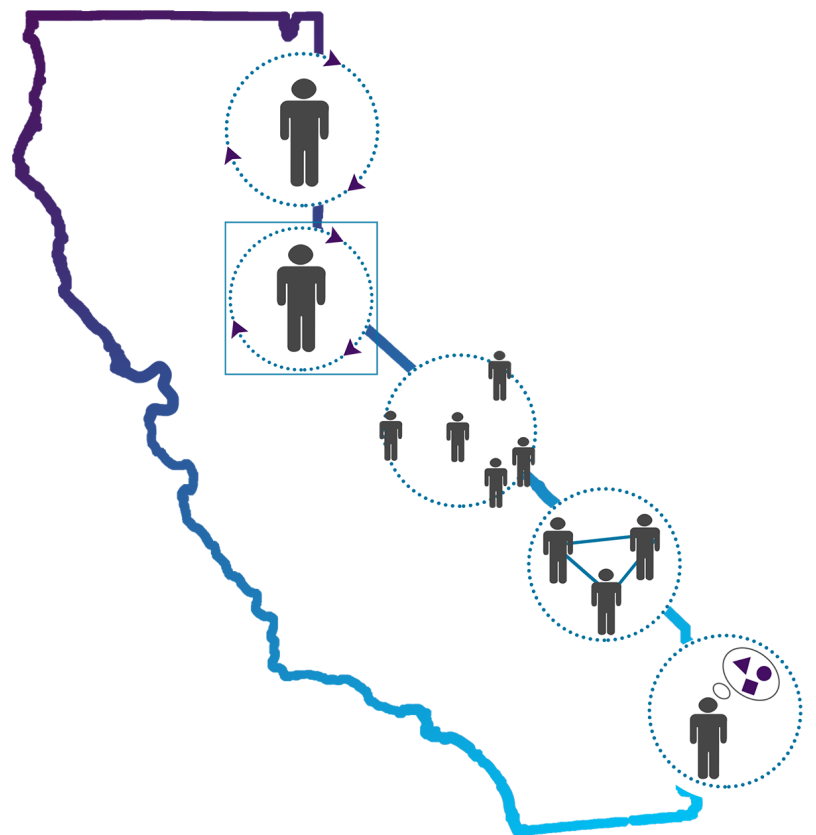
To answer this question a review was conducted of a variety of education documents to determine where social and emotional skills were included. The results of this effort, while not exhaustive, is presented in this document.

The aim of this review is to inform the work of teachers and administrators to develop, enhance, and support youth social and emotional development.

For teachers, this document can provide an awareness and starting point to intentionally support SEL skill instruction through pedagogical approaches and academic integration into content area curriculum.

For administrators, it can inform the development of a district's Local Control and Accountability Plan, School Plans, and Multi-tiered System of Support. This review may also benefit policy makers by informing their deliberations of opportunities to strengthen the commitment and supports for making social and emotional learning an integral component of a well-rounded education.

This document is offered in support of the [California Department of Education's Social and Emotional Learning Guiding Principles \(2018\)](#).



What documents were reviewed?

Content Standards and Frameworks

- [California Common Core State Standards English Language Arts/Literacy, 2013](#), pages 5-6
- [English Language Arts /English Language Development Framework, 2014](#), page 7
- [California Common Core State Standards Mathematics, 2013](#), page 8
- [Mathematics Framework for California Public Schools, 2013](#), page 9
- [Science Framework for California Public Schools, 2016](#), page 10
- [History-Social Science Framework for California Public Schools, 2016](#), pages 11-12
- [Career Technical Education Framework for California Public Schools, 2007](#), pages 13-15
- [Health Education Standards Content Standards for California Public Schools, 2008](#), pages 16-17
- [Visual and Performing Arts Framework for California Public Schools, 2004](#), pages 18-19
- [Physical Education Framework for California Public Schools, 2008](#), pages 20-22

Professional Credential Preparation Standards

- [California Teaching Performance Expectations, 2016, Commission on Teacher Credentialing](#), pages 23-34
- [California Professional Standards for Education Leaders, 2014, Commission on Teacher Credentialing](#), pages 25-27

Local Agency System Initiatives and Frameworks

- [Local Control and Accountability Plan LCAP Priorities](#), page 28
- [A Blueprint for Great Schools Version 2.0, 2015](#), page 29
- [P21 Partnership for 21st Century Learning Framework, Partnership for 21st Century Learning](#), page 30
- [Whole School, Whole Community, Whole Child, Association of Supervision and Curriculum Development](#), pages 31-32
- [The 4 Keys to College and Career Readiness, A Complete Definition of College and Career Readiness, Inflexion](#), pages 33-34

What was the focus of the review?

The review of core education documents was focused on identifying the five domains of social and emotional learning competencies articulated by the Collaborative for Academic, Social and Emotional Learning (CASEL). Secondly, reviewers explored the documents for descriptions of environmental factors that influence the development of the social and emotional skills. The reviewers also looked for inclusion of information addressing an equity perspective. The content review focused on the following:

Social and Emotional Competence

The five domains of social and emotional competencies:



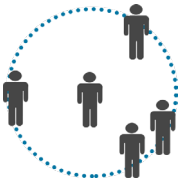
Self-awareness

The ability to accurately recognize one's own emotions and thoughts and how these influence behavior. Includes: accurately assessing one's strengths and limitations possessing a well-grounded sense of confidence and optimism.



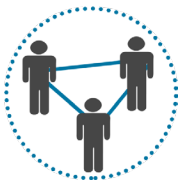
Self-management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations. Includes: managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.



Social awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. To understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.



Relationship skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. Includes: communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.



Responsible decision-making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. Includes: realistic evaluation of consequences of various actions, and the well-being of self and others.

School Environments for SEL

The review identified descriptors of an environment conducive for social and emotional learning. This may include the perspectives, attitudes, and behaviors of educators that create the environment.

Perspectives of Equity

Equity, in this context, is defined as eliminating individual and institutional bias to increase achievement for all students and narrow the academic and opportunity gaps between the highest and lowest performing students. The review examined documents for descriptions of equity as defined by the elements of an equitable environment developed, supported, and promoted by the educator. This includes creating equity in the environment, student access to learning, opportunities and supports, access to a rigorous curriculum, and instructional practices.

How was the review conducted?

The team reviewed each document for the broad principles, themes, overarching goals and broad description of content related to SEL. For some of the content standards and framework documents, the review was limited to certain sections and chapters that the reviewers assumed would be representative of the whole document. If the whole document was not reviewed, the sections that were reviewed are noted on the pages of the results of the document review. So, for example, for the English Language Arts /English Language Development Framework these sections were reviewed: the executive summary, introduction, and chapters 2, 9, 11, and 12. It is suggested that teachers can expand their knowledge about embedded social and emotional skills within an academic discipline by conducting a deeper dive into specific grade level standards using the framework provided by this review.

For each document, the actual text is listed along with a page number as found in the PDF of the document. If there are no page numbers it indicates the document is on a webpage and not a PDF document. In many cases, phrases were excerpted from sentences to include only the relevant content. Page numbers have been included for further reference. For the five SEL competencies, the text that was explicitly descriptive of these skills, attitudes, and dispositions are included. Each document is hyperlinked.

Comment

This review revealed that many educational documents embed and address aspects of social and emotional skills. However this is one approach to promoting students' social and emotional competence. A comprehensive research-based approach to SEL would also include explicit skill instruction in all five domains of competencies, the use of instructional practices such as collaborative learning structures for skill application, and integration within extracurricular activities and expanded learning programs.

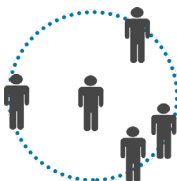


Social and Emotional Competencies



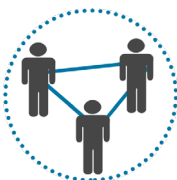
Self-management

- ...Become self-directed learners... p. 6
- ...Work diligently... p. 6



Social Awareness

- They work diligently to understand precisely what an author or speaker is saying... p. 6
- Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different from their own. p. 6
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. p. 10
- Assess how point of view or purpose shapes the content and style of a text. p. 10
- Evaluate a speaker's point of view... p. 26



Relationship Skills

- ...Build on others' ideas, articulate their own ideas and confirm they have been understood. p. 6
- Students adapt their communication in relation to audience, task, purpose, and discipline. p. 6
- Making their reasoning clear to the reader or listener... p. 6
- Listen attentively... p. 6
- ...Develop a range of broadly useful oral communication and interpersonal skills. p. 7
- Able to communicate effectively with people of varied backgrounds p. 6
- Must learn to work together, express and listen carefully to ideas p. 7
- Effectively seeking out and using resources to assist them p. 6
- ...Convey complex ideas and information clearly and accurately... p. 20
- Use technology...and publish writing and to interact and collaborate with others. p. 20
- ...Participate effectively in a range of conversations and collaborations...building on others' ideas and expressing their own clearly and persuasively. p. 26
- Adapt speech to a variety of contexts and communicative tasks... p. 26



Responsible Decision-Making

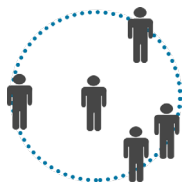
...And responsible citizenship in a democratic republic. p. 3

Perspectives of Equity

- Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. p. 6



Social and Emotional Competencies



Social awareness

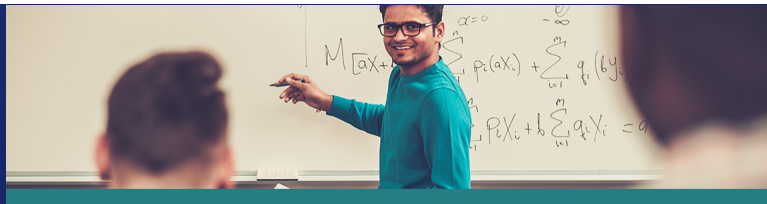
The ability to interpret and understand key ideas, diverse perspectives, points of view, and various philosophical constructs...allows students to...take positions based on rational arguments. p. 54

School Environments for SEL

- ...Skill in literacy and language provides individuals with access to extraordinary and powerful literature that widens perspectives, illuminates the human experience, and deepens understandings of self and others. Introduction p. 1
- Teachers capitalize on the varied life experiences, understandings, skills, insights, values, goals, and interests of students and their communities to enrich and enliven their classrooms and expand their own and their students' knowledge and worldviews. Introduction p. 3

Perspectives of Equity

- Teachers use what they know about their students to design lessons and learning experiences that... are appropriate for all students in the setting. ...General education teachers consider equity and access. Ch. 2 p. 95
- Teachers ensure equity of participation in discussion activities by providing structured routines and frequent opportunities for students to interact with texts and peers. Ch. 3 p. 204
- Teachers...ensure equity in participation. They also recognize that the environment they create can encourage all voices or can privilege some and silence others. Ch. 5 p. 411

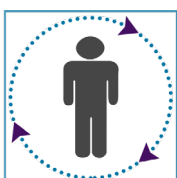


Social and Emotional Competencies



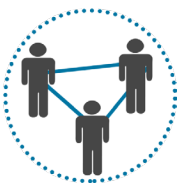
Self-awareness

...A belief in diligence and sense of one's own efficacy. p. 6



Self-management

- ...Monitor and evaluate their progress and change course if necessary... p. 6
- ...Make sense of problems and persevere in solving them. p. 6



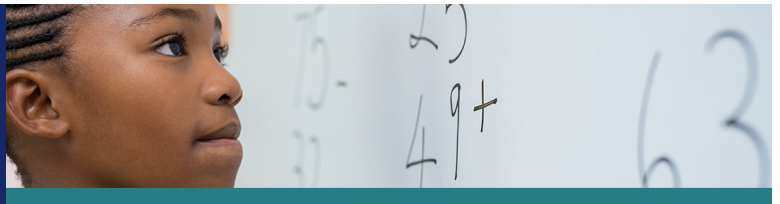
Relationship skills

- ...They justify their conclusions, communicate them to others, and respond to the arguments of others... p. 6
- ...Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments... p. 7
- ...Students try to communicate precisely to others... p. 7
- ...Students give carefully formulated explanations to each other. p. 7

Perspectives of Equity

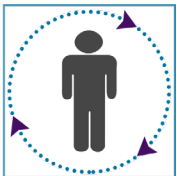
All students need a high-quality mathematics program designed to prepare them to graduate from high school ready for college and careers. p. 1

Mathematics Framework for California Public Schools



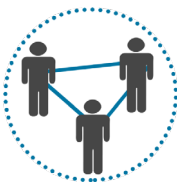
Executive Summary, Introduction, Universal Access, Supporting High-Quality Common Core Mathematics Instruction, Appendix E

Social and Emotional Competencies



Self-management

The student outcomes consist of the following elements: Life and career skills, which include flexibility and adaptability, initiative and self-direction, social and cross-cultural skills ...and leadership and responsibility. Framework, p. 7



Relationship skills

When relationships between teachers and students become supportive, these relationships have the potential to alter students' lives in positive ways... Framework, p. 725



Responsible decision-making

...The underlying principles of the State Standards for Mathematics (CA CCSSM), hold the promise of...individuals who can use mathematics as a tool for making wise decisions in their personal lives... Framework Introduction, p. 1

School Environments for SEL

- It is essential for administrators to express a positive attitude toward mathematics and an appreciation for the importance of mathematics in the future of every student. Framework, p. 720
- Teachers face many pressures in the classroom that may make them less willing to take risks when implementing new instructional techniques or using new materials. Framework, p. 727

Perspectives of Equity

- All California students should have a high-quality mathematics program that meets the goals and expectations of the CA CCSSM and addresses students' individual interests and talents. Framework Introduction, p. 6
- ...Some students may require additional time, language support, and appropriate instructional support as they acquire knowledge of mathematics. Universal Access Chapter, p. 661
- Universal access in education is a concept that encompasses planning for the widest variety of learners from the beginning of the lesson design process; it should not be "added on" as an afterthought. Universal Access Chapter, p. 661
- Multiple forms of assessment are utilized to determine student learning. Appendix E, p. 841



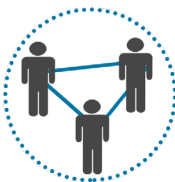
Chapters 1, 10 and 12

Social and Emotional Competencies



Self-management

...Students develop content knowledge while also assessing the development of their own communication, collaboration, and self-direction, also known as twenty-first-century skills. p. 10



Relationship skills

Student-to-student discourse is productive, using practices to explain phenomenon or solve problems. p. 6

Perspectives of Equity

- Teachers, administrators, specialists, expanded learning leaders, families, and the broader school community need the support of one another in order to best serve all students. p. 3
- A major goal of this CA Science Framework is to help alleviate the inequities that have prevented a large number of California's children and youth from excelling in science and engineering. p. 5
- All students are capable of understanding and fully engaging in science and engineering and it is critical for all schools to ensure that every student has full access to appropriate and equitable learning opportunities to accomplish this goal. p. 6

School Environments for SEL

The context in which the learning community operates is embedded in a system of collaboration and trust among teachers and school leaders, both of which recognize that the change process requires time, resources, continuous support, and an appreciation of risk-taking as new instructional approaches are implemented. p. 10

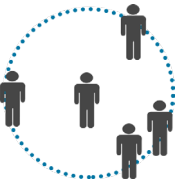


Social and Emotional Competencies



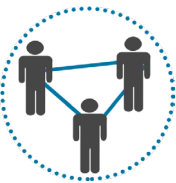
Self-management

- ...They must possess the capability and commitment to repeat that process as long as necessary. p. 10
- ...Learn to express attitudes and opinions or temper statements... p. 175



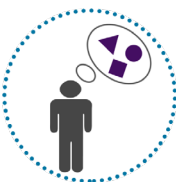
Social awareness

- ...Enable students to access the thinking of others- their knowledge, perspectives... p. 14
- ...Learn to respect the rights of the minority... p. 19
- ...Develop respect for all persons as equals... p. 21
- ...Recognize their responsibility as members of the global community to participate ethically and with humanity in their interactions with members of the world's various nations, cultures and peoples. p. .21
- ...Teaches students to look for those different perspectives... p. 23
- ...Students compare their own point of view with others' perspectives and how beliefs, experiences, perspectives, and values contribute to these perspectives. p. 26



Relationship skills

- They learn sportsmanship, fair play, sharing, respect, integrity, and taking turns. p. 19
- ...How to resolve disputes rationally. p. 19
- They learn to use technological skills...and how to...interact and collaborate with others. p. 3
- ...Engage in purposeful communication and collaboration with others... p. 38
- ...Analyze how relationships...affect...conflict and cooperation. p. 170



Responsible decision-making

- ...Improve their ability to make reasoned decisions based upon evidence. p. 1
- ...Help our state's children to become...responsible citizens. p. 2
- Civics enables students not only to study how others participate, but also to practice participating and taking informed action themselves. p. 12
- ...And aids in personal and societal decision making and problem solving. p. 13
- ...Goal of making decisions that will enable individuals and societies to be as well off as possible. p. 13

History-Social Science Framework for California Public Schools



- ...Encourage the development of civic and democratic values as an integral element of good citizenship. p. 18
- ...Develop a commitment to public service and help link students in a positive way to their schools and communities. p. 19
- ...Reflections on the responsibilities of citizens in a free society. p. 19
- ...Reflect on the individual responsibility and behavior that create a good society. p. 19
- We want them to develop a keen sense of ethics and citizenship. p. 20
- ...Engages them in civic discourse to promote the common good. p. 23
- They also begin to understand how....people interact with each other responsibly. p. 26
- ...Apply civic virtues, and democratic principles such as equality, fairness, and respect for legitimate authority and rules. p. 26
- Students develop the ability to apply civic virtues... p. 168

Perspectives of Equity

- ...All students must have access to a robust and comprehensive history-social science instructional program... p. 21
-Ensure that all ELs have full access to the grade-level, intellectually rich history-social science curriculum. p. 31, p. 172
- Students who receive specialized instructional services, including ELs and students with disabilities, will be disadvantaged if they are removed from the general education classroom... p. 32
- Planning for meeting the needs of all learners should be part of the Multi-Tiered System of Support (MTSS), a systemic process to examine the various needs and support requirements of all learners. p. 32
- ..Instruction should be provided to enable all students to learn with texts alongside other learning experiences. p. 34
- See Chapter 20 Access and Equity... p. 686



Social and Emotional Competencies



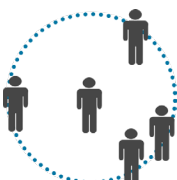
Self-awareness

Teaching those skills in the context of a career is effective in engaging hard-to-reach students and motivating them to master...oral communication, critical thinking, and problem-solving skills. ...It helps students become confident in their ability to master the standards at school and on the job. And when students experience success ...they develop enthusiasm for and interest in their goals—and education that will help them achieve those goals. p. 5



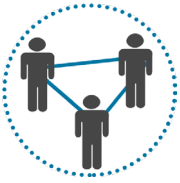
Self-management

- Guiding Principle 4. Career planning and management—CTE provides students with opportunities to develop and apply the skills needed for planning and managing their careers. p. xi
- Learn to function efficiently in predictable and unpredictable circumstances. p. 5
- ...Model methods of overcoming barriers through application and hard work and serve as personal coaches for the students, reinforcing social goals and plans for reaching those goals. p. 6
- Foundation standards in CTE promote students' adaptability and ability to transfer skills. This kind of flexibility and adaptability is important to the long term value of CTE skills in the workplace. p. 61



Social awareness

- Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings. p. 129
- Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution. p. 131
- Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings. p. 132
- Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals. p. 132
- The first standard focuses on developing student knowledge of the definitions of leadership, teamwork, and citizenship. p. 132
- Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others. p. 132



Relationship skills

- Student organizations also offer opportunities for participants to develop leadership capacity and interpersonal skills... The career-based student organizations foster leadership skills... p. 30
- Being able to work alone and in teams (directly related to foundation standard 9.0, Leadership and Teamwork) p. 60
- CTSOs provide excellent venues for students to develop leadership skills... Often, they provide the only opportunity a student has to travel outside the local area, meet and make friends from all over the nation, visit colleges, make connections with business leaders throughout the state, hone and practice interpersonal skills, and participate in the legislative process. p. 103
- The second two standards focus on the skills necessary to demonstrate leadership and teamwork, specifically structuring individual work and teamwork to reach performance goals and demonstrating respect for other people. p. 132
- Steps that can form the basis for a teamwork rubric: see p. 133
- Responsible decision-making The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.
- Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques...Accepting responsibility, functioning in an accountable environment, and demonstrating flexibility represent essential knowledge and skills. These skills must be taught in every aspect of CTE to ensure that program graduates are both good employees and good citizens. p. 126
- Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace. p. 132

School Environments for SEL

- Guiding Principle 3. Preparation for success—CTE prepares students to master the necessary... employability, decision-making, and interpersonal skills... p. xi
- ...Connect adolescents with a caring adult, one of the strongest methods of increasing resiliency for at-risk youths. Work-based mentors help young people build self-esteem and confidence and avoid or untangle the complex peer-group entanglements of drug use, gang membership, and other self-destructive behaviors. p. 5
- CTE and work-based learning establish a environment for mentoring in which an adult supervisor has a stake in the success of the student. p. 6
- Collaborative planning, strategic design, and ongoing support are all required for successful work-based learning. p. 37

Career Technical Education Framework for California Public Schools



- Foundation standards in CTE promote students' adaptability and ability to transfer skills. This kind of flexibility and adaptability is important to the long term value of CTE skills in the workplace. p. 70
- Structure can be provided in the CTE classroom by a focus on learning behaviors and attitudes that are most successful (CTE foundation standards 5.0, Problem Solving and Critical Thinking; and 7.0, Responsibility and Flexibility). p. 103

Perspectives of Equity

- Guiding Principle 1. Inclusion—CTE provides all students with full access to high-quality offerings in career technical education. p. xi
- CTE planning must include a strong focus on all students' readiness to succeed in academics and in the twenty-first century labor market... The school's clear focus on exceptional achievement for all students will benefit everyone. p. 71



Social and Emotional Competencies



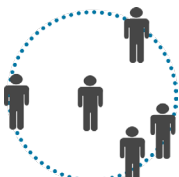
Self-awareness

- ...Demonstrate the ability to analyze internal...influences (positive and negative) that affect health. p. vii, 58
- ...The ability to promote the health of oneself... p. viii



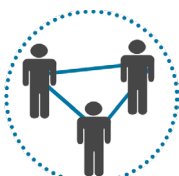
Self-management

- ...Demonstrate the ability to use goal-setting skills to enhance health. p. viii
- ...Demonstrate the ability to practice behaviors that reduce risk and promote health. ...Use learned skills in real-life situations. p. viii
- ...Set realistic personal goals that can be safely achieved through reasonable planning and effort. p. 59
- ...To manage anger and conflict; and to deal with frustrations...following a plan to manage stress....being resilient during difficult times. p. 60
- ...Ability to express needs, wants, and emotions in positive ways... p. 60
- ...Practice healthy and safe behaviors independently. p. 61



Social awareness

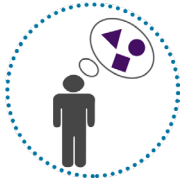
- ...Selecting appropriate health products and services. p. vii
- ...Demonstrate the ability to analyze...external influences (positive and negative) that affect health. p. vii, 58
- ...Deal with social pressures...and promote the health of others. p. 60



Relationship skills

- ...Demonstrate the ability to use interpersonal communication skills to enhance health. p. viii
- ...Positive relationships support the development of healthy attitudes and behaviors. The ability to appropriately convey and receive information, beliefs, and emotions is a skill that enables students to manage risk, conflict, and differences and to promote health. p. viii
- ...Use refusal techniques (assertive and effective communication skills needed to object to participation in an action or behavior) for avoiding unhealthy behaviors... p. 59, 61
- ...Convey appropriate and effective verbal and nonverbal information; the expression of needs and ideas to develop and maintain healthy personal relationships. In the context of health education, interpersonal communication includes...conflict resolution skills. p. 60

Health Education Standards Content Standards for California Public Schools



Responsible decision-making

- ...Making informed decisions about health-related behaviors and for selecting appropriate health products and services. p. ii, 61
- ...Demonstrate the ability to use decision-making skills to enhance health. p. viii
- ...Choosing behaviors that reduce the risk of HIV/STD infection. p. 59
- ...Choosing healthy forms of entertainment... p. 61

School Environments for SEL

Teachers and school districts are encouraged to enrich their students' instructional environments and learning opportunities... p. vii

Perspectives of Equity

With adequate instruction and sustained effort, students in every school should be able to achieve the standards. Some students with special needs may require appropriate accommodations, adaptations, and modifications to meet the standards. p. ix

Visual and Performing Arts Framework for California Public Schools



Chapters 1, 2, and 6

Social and Emotional Competencies



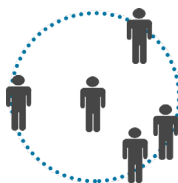
Self-awareness

...Ability to express emotion through the arts... p. 184



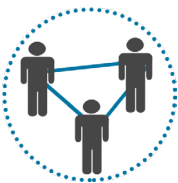
Self-management

...Develop competencies and creative skills in...time management... p. 3



Social awareness

- Understand... the historical contributions and cultural dimensions of an arts discipline. p. 3
- ...Experience the...arts content standards from the perspective of American culture and of worldwide ethnic, racial, religious, and cultural groups...(to develop) respect for the multiplicity of cultures. p. 4
- ...Make personal connections with the world, the school, and themselves. p. 13



Relationship skills

- ...Use a variety of means to communicate meaning and intent... p. 3
- ...Develop competencies and creative skills in problem solving...(and) communication... p. 3
- ...Develop their ability to communicate their thoughts, feelings, and understanding concerning the world around them. p. 12
- ...Express their ideas creatively in verbal and nonverbal ways. p. 12

School Environments for SEL

- All who teach the arts communicate to their students that the arts are about enjoying the rich benefits of life, engaging in multiple opportunities for self-expression, and delighting in the creative efforts of others. p. 5
- Teachers should respect the students' self-expressions...(and) include activities in the arts that relate to the interests of the students. p. 12
- ...Teachers can view the arts from many different personal or cultural lenses... p. 184



Perspectives of Equity

- Inclusion of all learners in the classroom. At each school level arts instruction should provide avenues in which each student can work at a personalized pace to learn and develop self-expression and self-confidence. Curriculum and instruction may need to be modified or adapted to encourage the successful participation of students with a variety of disabilities and those who excel or have a special interest in the arts. p. 4, 17
- ...Site administrators must ensure that the arts are included in the basic education of all students...and ensure....in elementary school that students have access to the arts... p. 11
- ...Provide all students with opportunities to advance artistically and cognitively, develop self-expression and self-confidence, and experience accomplishment. Instruction...provides experiences and avenues for student learning and ways to meet the needs of students with diverse learning styles and abilities. p. 17
- Appropriate accommodations can be made to challenge students who excel in the visual and performing arts. p. 17

Physical Education Framework for California Public Schools



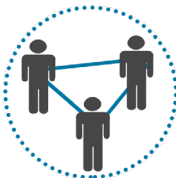
Chapters 1, 6 and 7

Social and Emotional Competencies



Self-management

...Take responsibility for their interactions with others. p. 2



Relationship skills

- Demonstrate appropriate social skills in a physical activity setting. p. 12
- ...Students learn the personal and social skills, values, and attitudes needed for effective, positive social interaction. p. 208



Responsible decision-making

Demonstrate appropriate skills in personal responsibility in a physical activity setting. p. 12

School Environments for SEL

- ...Prepare every student for a lifelong commitment to physical activity, health and well-being. p. 5
- ...Physical activity...reduces anxiety and stress; increases self-esteem, mood, and concentration... p. 8
- Other components of a coordinated school health program include...counseling services, psychological and social services... p. 8
- Recess also provides opportunities for student decision making and contributes to creativity and social learning. p. 10
- ... Ensure that students feel physically, emotionally, and socially safe during the instructional process. p. 193
- The psychological side of a safe and healthy environment is less tangible but equally important. High quality programs are non-threatening and encourage every student... Culture of concern and mutual support among staff members and students. The importance of social values - caring for others, treating others with respect, affirming diversity, and being a responsible member of a group are clearly stated, recognized, and modeled by all adults. Appropriate social interaction skills are taught and practiced with feedback from the teacher. p. 194
- ...Educators...help students to feel valued and recognized for who they are and what they are capable of doing... p. 194



- ...Effective rules include...respect others. p. 196
- Specific strategies can include...cooperative learning... p. 201
- Encourage others to be supportive and inclusive of all individuals. p. 203
- Social skill instruction...Asking students to brainstorm what encouragement looks like, sounds like and feels like...Instructs the students to encourage one another during the physical activity portion of the lesson....Tells the students what encouragement looks like. p. 203
- ...there must be a climate of respect and dignity - for oneself, for others... p. 207-208
- ...Bring students together in nonthreatening ways that emphasize fairness and cooperation.
- ...Positive social skills are modeled, taught, reinforced, and assessed regularly. p. 208

Perspectives of Equity

- Every student - regardless of disability, ethnicity, gender, native language, race, religion or sexual orientation - is entitled to a high-quality physical education program. p. 7
- ...Affirming diversity... p. 194
- All instructional practices preserve the dignity and self-respect of every student. p. 194
- ... Boards adopt policies and procedures, as well as administrative regulations, to create school environments that are "free from discriminatory attitudes and practices and acts of hate violence... p. 195
- ...Ensure universal access to high quality curriculum and instruction so that every student can meet or exceed the state's physical education model content standards. p. 207
- All instructional materials used in physical education are free of stereotypes and inclusive of all groups (e.g., gender, cultures, ethnicities, students with disabilities). p. 209
- California law and federal law require that students of both sexes be treated equally in integrated physical education classes. p. 211
- When gender equity is practiced boys and girls are viewed as individuals whose strengths and weaknesses in the physical domain are based on ability and learning opportunities. p. 211
- Teachers promote gender equity by using inclusive language... p. 212
- ...Imperative that the teacher creates an environment in which every student feels included and has a positive learning experience. ...All students have an equal opportunity to achieve success in physical education. p. 212
- Teachers learn to recognize and understand the influence of their students' cultural heritages and learn to accommodate diversity... p. 213

Physical Education Framework for California Public Schools



- Use an inclusive style of teaching. p. 218
- Teacher structures groups to ensure equality... p. 222
- Alter rules for inclusion rather than exclusion. p. 222



School Environments for SEL

- Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds. p. 5
- Maintain ongoing communication with students and families...to communicate with and support students and families. p. 5
- ...Provide active learning experiences to...support student motivation. p. 5
- ...Teachers understand and value the socioeconomic, cultural, and linguistic background, funds of knowledge, and achievement expectations of students/families...and to establish and maintain positive relationships in and outside the classroom. p. 5
- Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers. p. 7
- Create learning environments that...encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive. p. 7
- ...Create healthy learning environments by promoting positive relationships and behaviors... supporting conflict resolution, and fostering students' independent and collaborative learning... Create and maintain a supportive learning environment...use principles of positive behavior intervention and support processes, restorative justice and conflict resolution practices...to provide a safe and caring classroom climate. p. 7
- ...Understand the importance of peer relationships...encourage students to share and examine a variety of points of view...support all students' mental, social-emotional...needs by fostering a safe and welcoming classroom environment where students feel they belong and feel safe to communicate. p. 7
- ...Maintain a fair and appropriate system of classroom management that fosters a sense of community. p. 8
- ...Opportunities for students to support each other in learning. p. 10
- Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students. p. 10
- ...Communicate effectively with peers and colleagues, families. p. 13
- ...Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others. p. 13
- ...Articulate and practice the profession's code of ethics and professional standards of practice, and they uphold relevant laws and policies, including but not limited to those related to... students' acts of intolerance and harassment such as bullying, racism, and sexism. p. 14



- Beginning teachers provide opportunities for students to develop oral communication and interpersonal skills. p. 17
- Use interpersonal communication skills to enhance health; use decision-making skills and goal setting to enhance health; practice behaviors that reduce risk. p. 20

Perspectives of Equity

- ...Require beginning teachers to demonstrate the knowledge, skills, and abilities to provide safe, healthy, and supportive learning environments to meet the needs of each and every student... p. 3
- They create inclusive learning environments...to provide effective instruction and assessment for all students, including students with disabilities in the general education classroom. p. 3
- ...Use a variety of instructional principles and approaches such as UDL and linguistic scaffolding to assure the active and equitable participation of all students. p. 6
- ...Recognize that in addition to individual cultural, linguistic, socioeconomic and academic backgrounds, students come to school with a wide range of life experiences that impact their readiness to learn, including adverse or traumatic childhood experiences, mental health issues, and social-emotional...needs. p. 8
- ...Facilitate students' equitable access to the curriculum... p. 8
- ...Provide access to the curriculum for all students by removing barriers and providing access through instructional strategies...Use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners...Appropriate modifications for students with disabilities in the general education classroom. p. 10, 11
- Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. p. 13, 14
- Beginning teachers approach classroom practice with the belief that all students can learn, and they recognize that the social and academic environment within their classroom has tremendous impact on learning. p. 15



School Environments for SEL

- Administrators...have the potential to create an environment where teachers want to work and where teachers and students learn and thrive. p. 1
- Cultivate multiple learning opportunities and support systems that build on student assets and address student needs. p. 4
- Leaders engage others in a collaborative process... p. 4
- Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community. p. 4
- Promote professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students. p. 5
- Capitalize on the diverse experience and abilities of staff to plan, implement, and assess professional learning. p. 5
- Strengthen staff trust...by instituting structures and processes that promote collaborative inquiry and problem solving. p. 5
- Manage the acquisition...of equipment...needed to meet the...social-emotional needs...of students. p. 6
- Leaders facilitate safe, fair, and respectful environments that meet the...social-emotional needs of each learner. p. 7
- Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff. p. 7
- Implement a positive and equitable student responsibility and behavior system with...strategies...that are clear, fair, incremental, restorative, culturally responsive... p. 7
- ...Collaborate with community programs...that assist students who need academic, mental, linguistic, cultural, social-emotional, physical, or other support to succeed in school. p. 8
- Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard. p. 9
- Reflect on areas for improvement and take responsibility for change and growth. p. 9
- Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities. p. 9
- ...Evaluate the potential moral and legal consequences of decisions. p. 9



Perspectives of Equity

- ...Ensure that all students, including those students who have been underserved, graduate ready for advanced learning and careers. p. 1
- ...Consider equity dilemmas, problems, and issues. p. 2
- Promote action on the concepts of access, opportunity, and empowerment for all members of the school community. p. 2
- Advance support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner. p. 4
- Embrace diverse perspectives and craft consensus about the vision and goals. p. 4
- Address achievement and opportunity disparities between student groups, with attention to those with special needs; cultural, racial, and linguistic differences; and disadvantaged socio-economic backgrounds. p. 4
- Emphasize the expectation that all students will meet content and performance standards. p. 4
- Marshal, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the vision of learning for all students. p. 5
- Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students. p. 5
- ...Monitor, review and respond to...relevant data to...ensure that management practices are free from bias and equitably applied to all students. p. 7
- Provide clear rationale for decisions and distribute resources equitably to advance shared vision and goals focused on the needs of all students. p. 7
- Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources. p. 7
- Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs. p. 7
- ...Recognizing and respecting diverse family goals and aspirations for students. p. 8
- Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable. p. 8
- Leaders leverage and integrate community resources and services to meet the varied needs of all students. p. 8
- Examine personal assumptions, values, and beliefs to address students' various...cultural, social-emotional...assets and needs and promote equitable practices and access appropriate resources. p. 9

California Professional Standards for Education Leaders



- Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners. p. 9
- Identify personal and institutional biases and remove barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination. p. 9
- Commit to making difficult decisions in service of equitable outcomes for students, staff and the school community. p. 9
- Leaders recognize and use their professional influence...to develop a climate of trust...to consistently make fair and equitable decisions on behalf of all students. p. 9
- Communicate expectations and support for professional behavior that reflects ethics, integrity, justice, and equity. p. 9
- ...Lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students. p. 10
- ...Improve learning and achievement for all students, including English Learners, and students needing additional support. p. 10
- Advocate for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so every student can meet education expectations and goals. p. 10
- Support public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education. p. 10
- Promote public policies that ensure the equitable distribution of resources and support services for all students. p. 10
- ...Inform district and school planning, policies and programs that respond to cultural, economic, social and other emerging issues. p. 11

Local Control and Accountability Plan LCAP Priorities



Descriptions of the ten priorities

School Environments for SEL

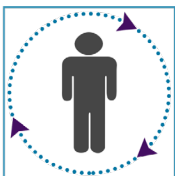
- Engaging educators in ongoing self reflection, peer support, experimentation, and modification of instruction and management practices based on student performance data, student work, and both learning and social behaviors. Priority 1, 2, 3, 7, 8
- Physical, environmental, and social aspects of a school have a profound impact on student experiences, attitudes, behaviors, and performance. School culture and climate help determine whether students are motivated to learn and stay in school. In a healthy and positive school culture, all students experience equally supportive learning environments and opportunities that help them learn and thrive. Priority 1, 5, 6

Perspectives of Equity

Ensuring equity in education is a necessary component in narrowing the achievement gap. Teachers and school leaders ensure equity by recognizing, respecting, and attending to the diverse strengths and challenges of the students they serve. High-quality schools are able to differentiate instruction, services, and resource distribution to respond effectively to the diverse needs of their students, with the aim of ensuring that all students are able to learn and thrive. Priorities 1-8



Social and Emotional Competencies



Self-management

...The ability to learn independently...and be resilient and resourceful. p. 3



Relationship skills

...The ability to apply complex knowledge to solve problems, collaborate, communicate, inquire...build relationships... p. 3

School Environments for SEL

- Whole child approaches should address the needs of the “whole student”—the multidimensional aspects of each child’s growth and development, including cognitive, linguistic, nutritional, health, social, emotional, cultural, and community influences, and the impacts of school climate and safe, bully-free learning environments. p. 4
- Support the development of standards for social and emotional learning (SEL), preschool through high school, building on existing California and national models. p. 5
- Identify and organize potential funding streams for whole child learning and provide guidance on how LEAs might pursue existing funding streams for learning supports. p. 12

Perspectives of Equity

- Allow...schools and districts, with community input, to make appropriate informed decisions on behalf of their linguistically, culturally, and academically diverse students. p. 4
- Equity should seek to engage, inform, and strengthen the development and implementation of policy and practice to meet the needs of California’s diverse population, including LCFF subgroups. p. 4
- Set the foundation for one coherent system of education in which students receive the supports they need to be successful in the most inclusive environment. p. 8
- Promote the use of community schools as a strategy to address the needs of the whole child, including the use of community schools as a framework for addressing LCAP priorities. p. 8
- Support the implementation of one coherent system of education serving all students. p. 8

P21 Partnership for 21st Century Learning Framework



Vision/Mission

Perspectives of Equity

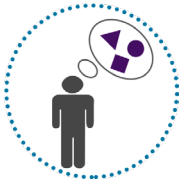
- All learners need and deserve 21st century learning opportunities to thrive as tomorrow's leaders, workers, and citizens.
- 21st century learning environments and opportunities are essential to prepare all students for the challenges of work, life, and citizenship in the 21st century and beyond, as well as ensure ongoing innovation in our economy and the health of our democracy.

Whole School, Whole Community, Whole Child (WSCC)



Website

Social and Emotional Competencies



Responsible decision-making

...Acquire information and the skills...to make quality health decisions.

School Environments for SEL

- Formal, structured health education consists of any combination of planned learning experiences that provide the opportunity to acquire information and the skills students need to make quality health decisions.
- Fostering school employees' physical and mental health protects school staff, and by doing so, helps to support students' health and academic success.
- Schools can create work environments that support healthy eating, adopt active lifestyles... manage stress...
- Social and emotional school climate refers to the psychosocial aspects of students' educational experience that influence their social and emotional development. The social and emotional climate of a school can impact student engagement in school activities; relationships with other students, staff, family, and community; and academic performance. A positive social and emotional school climate is conducive to effective teaching and learning. Such climates promote health, growth, and development by providing a safe and supportive learning environment.
- School health services actively collaborate with school and community support services to increase the ability of students and families to adapt to health and social stressors, such as chronic health conditions or social and economic barriers to health, and to be able to manage these stressors and advocate for their own health and learning needs.
- Counseling, psychological, and social services...prevention and intervention services support the mental, behavioral, and social-emotional health of students and promote success in the learning process.
- ...Systems-level assessment, prevention, intervention, and program design by school-employed mental health professionals contribute to the mental and behavioral health of students as well as to the health of the school environment.
- Community groups, organizations, and local businesses create partnerships with schools, share resources, and volunteer to support student learning, development, and health-related activities.

Whole School, Whole Community, Whole Child (WSCC)



- Families and school staff work together to support and improve the learning, development, and health of students. Family engagement with schools is a shared responsibility of both school staff and families.
- Physical education provides cognitive content and instruction designed to develop behaviors for healthy active living, sportsmanship, self-efficacy, and emotional intelligence.

Perspectives of Equity

Healthy school communities are settings in which students, staff, parents, and community members work collaboratively to ensure that each student is emotionally and physically healthy, safe, engaged, supported, and challenged.

The 4 Keys to College and Career Readiness



Website and Article: A Complete Definition of College and Career Readiness

* Page numbers refer to the article.

Social and Emotional Competencies



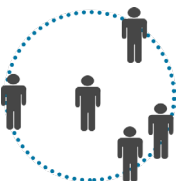
Self-awareness

- ACT: At the heart of student ownership of learning is a complex of intersecting skills and dispositions including the following: goal setting, persistence, self-awareness, motivation, help seeking, progress monitoring, self efficacy.
- GO: Contextual issues: students need to understand their motivations and options for educational programs after high school.
- ...Attitudinal characteristics necessary for success...include: resilience... p. 4



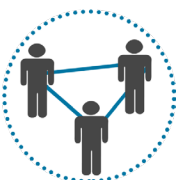
Self-management

- ACT: At the heart of student ownership of learning is a complex of intersecting skills and dispositions including the following: goal setting, persistence, self awareness, motivation, help seeking, progress monitoring, self efficacy.
- ACT: ...Students need a set of techniques to succeed in challenging and demanding learning situations. Some key techniques include: time management, study skills, test taking, note taking, memorization, strategic reading, collaborative learning.
- GO: They should be ready to be more independent, self-reliant learners, which includes self-monitoring their coursework and understanding why they are taking a particular course or are enrolled in a program.
- ...All workers are going to need to cope with changes to their jobs and the way they work. p. 4
- ...Attitudinal characteristics necessary for success...include: initiative, motivation, and self-regulation skills... p. 4
- ...Attitudinal characteristics necessary for success...include: ...ownership of one's behaviors... p. 4



Social awareness

GO: Cultural issues: students need to understand the differences between the cultural norms in high school and postsecondary programs.



Relationship skills

- ACT: ...Students need a set of techniques to succeed in challenging and demanding learning situations. Some key techniques include...collaborative learning.
- ...Attitudinal characteristics necessary for success...include...collaborative teamwork... p. 4

The 4 Keys to College and Career Readiness



- **GO: Personal issues:** students should be able to advocate for themselves in complex environments and be prepared to pursue their interests assertively with a range of adults in positions of authority, including professors and instructors, financial aid officers, academic advisors, etc. They should learn to effectively challenge a decision that affects them negatively.



Responsible decision-making

GO: They must cope with issues ranging from correctly submitting post secondary applications to knowing when to seek help or advocate for their best interests.

School Environments for SEL

- **ACT:** Students can gain expertise through sustained application and practice of key learning skills and techniques when they are integrated into regular instruction on an ongoing and sustained basis.
- **ACT:** Students take ownership of their learning and are allowed to do so.

References

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Document List with Sections Reviewed

[California Common Core State Standards English Language Arts/Literacy](#), 2013

Introduction and Anchor Standards- Reading, Writing, Speaking, Listening and Language

[English Language Arts /English Language Development Framework](#), 2014

Executive Summary, Introduction, Chapters 2 Key Considerations in the ELA/Literacy and ELD Curriculum, Instruction, and Assessment , 9 Access and Equity, 11 Implementing High-Quality ELA/Literacy and ELD Instruction: Professional Learning, Leadership, and Program Supports, and 12 Instructional Materials to Support the CA CCSS for ELA/Literacy and CA ELD Standards

[California Common Core State Standards Mathematics](#), 2013

Standards for Mathematical Practice

[Mathematics Framework for California Public Schools](#), 2015

Executive Summary, Introduction, Universal Access Chapter, Supporting High-Quality Common Core Mathematics Instruction, Appendix E: Adaptations for Students with Learning Difficulties in Mathematics

[Science Framework for California Public Schools](#), 2016

Chapters 1 Overview of the California Next Generation Science Standards, 10 Access and Equity, and 12 Implementing High-Quality Science Instruction: Professional Learning, Leadership, and Supports

[History-Social Science Framework for California Public Schools](#), 2016

Chapters 1 Introduction, 2 Instructional Practice for Kindergarten through Grade Five 9 Instructional Practice for Grades Six through Eight, and 20 Access and Equity

[Career Technical Education Framework for California Public Schools](#), 2007

Part I Career Technical Education for California’s Twenty-first Century, Chapters 2 Lesson Planning and Instruction, 3 Administrative and Support Services, 4 Community Involvement and Collaboration, and 5 Applications of CTE Foundation Standards

[Health Education Content Standards for California Public Schools](#), 2008

Introduction, Overarching Health Education Content Standards & Glossary

Social and Emotional Learning Embedded in Core Education Documents

[Visual and Performing Arts Framework for California Public Schools, 2004](#)

Chapters 1, Guiding Principles of the Framework, 2 Planning, Implementing, and Evaluating Arts Education Programs--Providing Access for All Students, and 6 Content of Professional Development in the Arts

[Physical Education Framework for California Public Schools, 2009](#)

Chapters 1 Vision and goals, 6 Instruction, and 7 Universal Access

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Introduction, Standards 1-6

[California Professional Standards for Education Leaders, 2014](#)

Introduction, California Professional Standards 1-6

[Local Control and Accountability Plan LCAP Priorities](#)

Opening description for subheadings under the 10 priorities

[A Blueprint for Great Schools, Version 2.0, 2015](#)

Whole document

[P21 Partnership for 21st Century Learning Framework](#)

Vision/Mission

[Components of the Whole School, Whole Community, Whole Child \(WSCC\)](#)

[The 4 Keys to College and Career Readiness,](#)

Website and Article: [A Complete Definition of College and Career Readiness](#)

Development Team

Under the direction of Christine Olmstead, Ed.D.,
Associate Superintendent, Orange County Dept. of Education

Sandra Azevedo, Butte County Office of Education

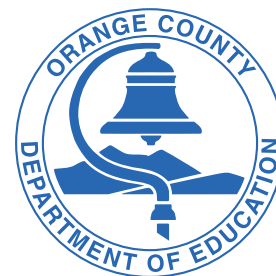
Rindy DeVoll, Butte County Office of Education

Johanna Parra, Orange County Dept. of Education

Lucy Vezzuto, PhD, Orange County Dept. of Education, Lead

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Document Design by [Anne Childers](#)



Social and Emotional Learning Competencies Embedded in California Content Frameworks and Standards

| Documents | Self Awareness | Self-Management | Social Awareness | Relationship Skills | Responsible Decision Making | Equity Perspective |
|--------------------------------------------------------------|----------------|-----------------|------------------|---------------------|-----------------------------|--------------------|
| English, Language Arts/Literacy Standards | ○ | ◐ | ● | ● | ◐ | ◐ |
| English Language Arts/English Language Development Framework | ○ | ○ | ◐ | ○ | ○ | ◐ |
| Mathematics Standards | ◐ | ◐ | ○ | ◐ | ○ | ◐ |
| Mathematics Framework | ○ | ◐ | ○ | ◐ | ◐ | ◐ |
| Science Framework | ○ | ◐ | ○ | ◐ | ○ | ◐ |
| History-Social Studies Framework | ○ | ◐ | ● | ● | ● | ● |
| Career & Technical Education Framework | ◐ | ◐ | ● | ● | ○ | ◐ |
| Health Education Standards | ◐ | ● | ◐ | ◐ | ◐ | ◐ |
| Visual/Performing Arts Framework | ◐ | ◐ | ◐ | ◐ | ○ | ◐ |
| Physical Education Framework | ○ | ◐ | ○ | ◐ | ◐ | ● |
| Legend | | | | | | |
| | ○ 0 items | ◐ 1-2 items | ◐ 3-4 items | ● 5+ items | | |

Source: Social and Emotional Learning Embedded in Core Education Documents, 2018