



DELAWARE CASEL BRIDGE CROSSWALK:
EMPOWERING EVERY STUDENT TO ACHIEVE
PURPOSE, PLACE, AND PLANS FOR THE FUTURE

OCTOBER 2020



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IDENTIFYING THE INTERSECTION OF SOCIAL AND EMOTIONAL LEARNING AND EMPLOYABILITY SKILLS IN DELAWARE

1

Document through the Student Success Plan and other transition services: short- and long-term personal and career goals; action steps to attain goals; and the impact that postsecondary education and industry credentials have on career choice and advancement.

SEL BENCHMARKS	Grade Band	EXAMPLE SEL INDICATOR
<p>2B. Set, monitor, adapt, and evaluate one's own goals to achieve success in school and life.</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Identifies the steps needed to accomplish a short-term goal</p> <hr/> <p>Describes why learning is important in helping them achieve personal goals</p> <hr/> <p>Designs actions plans with timelines for achieving goals</p> <hr/> <p>Sets a postsecondary goal with action steps, timeframes, and criteria for evaluating achievement</p> <hr/> <p>Demonstrates an understanding that goal setting supports life-long success</p> <hr/>
<p>1C. Demonstrate an awareness of one's own strengths and opportunities for growth.</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Identifies likes and dislikes</p> <hr/> <p>Identifies strengths and opportunities for growth</p> <hr/> <p>Implements a plan to build on strengths or address opportunities for growth</p> <hr/> <p>Is realistic about strengths and opportunities for growth related to postsecondary goal setting</p> <hr/> <p>Distinguishes between strengths, opportunities for growth, and skills</p> <hr/>
<p>3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Foundational skills in self awareness</p> <hr/> <p>Predicts the impact of one's own behavior on the emotions of others</p> <hr/> <p>Analyzes ways that a person's emotions can be affected by the behavior of others</p> <hr/> <p>Analyzes the factors that impact perceived appropriateness of an emotional response related to the setting or situation (e.g., a job interview vs. casual lunch with friends)</p> <hr/> <p>Is intuitive of other people's needs</p> <hr/>



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2 Demonstrate professional behavior and proper etiquette in accordance with norms of the industry and workplace including: personal hygiene; dress; positive attitude; professional performance; and work attendance.

SEL BENCHMARKS	Grade Band	EXAMPLE SEL INDICATOR
<p>2A. Understand and use strategies for managing one's own emotions and behaviors constructively.</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Demonstrates the ability to manage emotions</p> <hr/> <p>Uses self-monitoring strategies (i.e., self-talk) to manage stress and regulate emotions</p> <hr/> <p>Recognizes and begins to apply the skills necessary to maintain confidence during stress, emotional responses, or changing emotions</p> <hr/> <p>Demonstrates the ability to reframe difficult situations into opportunities that promote resilience and optimism</p> <hr/> <p>Evaluates the environment and responds appropriately to express one's emotions and thoughts</p>
<p>1D. Demonstrate a sense of personal responsibility and advocacy.</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Demonstrates responsible use and care of personal and others' belongings</p> <hr/> <p>Demonstrates responsible behaviors</p> <hr/> <p>Plans and develops an action plan to set and achieve short- and long-term goals</p> <hr/> <p>Demonstrates an ability to take responsibility for one's choices</p> <hr/> <p>Analyzes the effect that taking responsibility or not taking responsibility can have on oneself and others</p>
<p>5A. Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Recognizes that one has choices in how to respond in a situation and that all choices have consequences</p> <hr/> <p>Recognizes that one has choices in how to respond in a situation and that all choices have consequences</p> <hr/> <p>Analyzes the reason for school and societal rules and their impact on decisions</p> <hr/> <p>Demonstrates the ability to consider personal factors during the decision-making process</p> <hr/> <p>Evaluates how external influences (e.g., media, peers, social and cultural norms and expectations of authority) affect one's decision making</p>

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3

Exhibit appropriate workplace behavior through: interpersonal interactions (e.g., peer-to-peer, employee-to-supervisor, employee-to-customer); ethical workplace behavior (e.g., moral principles, honesty, integrity); and sound decision-making (e.g., task prioritization, team member collaboration, conflict resolution).

SEL BENCHMARKS	Grade Band	EXAMPLE SEL INDICATOR
<p>3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Recognizes the effect of words and actions on others' emotions</p> <hr/> <p>Recognizes the emotions of others by using active listening and/or visual cues</p> <hr/> <p>Accepts and shows respect for other people's perspectives, opinions, or points of view</p> <hr/> <p>Analyzes the factors that impact perceived appropriateness of an emotional response related to the setting or situation (e.g., a job interview vs. casual lunch with friends)</p> <hr/> <p>Evaluates the environment and responds appropriately to express one's emotions and thoughts</p>
<p>4A. Use positive communication and social skills to interact effectively with others.</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Evaluates the environment and responds appropriately to express one's emotions and thoughts</p> <hr/> <p>Recognizes the emotions of others by using active listening and/or visual cues</p> <hr/> <p>Accepts and shows respect for other people's perspectives, opinions, or points of view</p> <hr/> <p>Demonstrates strategies for collaborating with peers, adults, and others in the community to support and move group efforts forward</p> <hr/> <p>Demonstrates strategies for collaborating with peers, adults, and others in the community to support and move group efforts forward</p>
<p>5A. Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Recognizes that one has choices in how to respond in a situation and that all choices have consequences</p> <hr/> <p>Recognizes that one has choices in how to respond in a situation and that all choices have consequences</p> <hr/> <p>Analyzes the reason for school and societal rules and their impact on decisions</p> <hr/> <p>Demonstrates the ability to consider personal factors during the decision-making process the ability to consider personal factors during the decision-making process</p> <hr/> <p>Evaluates how external influences (e.g., media, peers, social and cultural norms and expectations of authority) affect one's decision making</p>



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4

Present professional written and oral communication through: electronic communication (e.g., email, text, allowable social media); telephone etiquette (e.g., incoming and outgoing phone calls, voicemail messages); and other professional written communication (e.g., cover letter, resume, application, follow-up correspondence).

SEL BENCHMARKS	Grade Band	EXAMPLE SEL INDICATOR
<p>4A. Use positive communication and social skills to interact effectively with others.</p>	K-2	Effectively and appropriately communicates needs, wants, and ideas
	3-5	Uses active listening skills to foster better communication
	6-8	Identifies appropriate and inappropriate uses of social and other media and the potential repercussions and implications
	9-12	Uses appropriate and constructive strategies in social and other media
	adult	Demonstrates strategies for collaborating with peers, adults, and others in the community to support and move group efforts forward
<p>3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.</p>	K-2	Recognizes the effect of words and actions on others' emotions
	3-5	Recognizes the emotions of others by using active listening and/or visual cues
	6-8	Accepts and shows respect for other people's perspectives, opinions, or points of view
	9-12	Analyzes the factors that impact perceived appropriateness of an emotional response related to the setting or situation
	adult	Considers the feelings of others



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5 Interact with mentors and conduct informational interviews with employers to inform, change, or reinforce short- and long-term career goals and action steps.

SEL BENCHMARKS	Grade Band	EXAMPLE SEL INDICATOR
<p>4B. Develop and maintain positive relationships.</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Considers the feelings of others</p> <hr/> <p>Recognizes the difference between helpful and harmful behaviors in a relationship</p> <hr/> <p>Identifies the impact of social media in developing and sustaining positive relationships</p> <hr/> <p>Independently seeks out mentors who support personal development and future goals</p> <hr/> <p>Practices strategies for maintaining healthy relationships</p>
<p>4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Identifies interpersonal problems that need adult help to resolve, and appropriately asks for help</p> <hr/> <p>Activates steps of the conflict resolution (problem solving) process (active listening, expressing feelings, identifying the problem, brainstorming solutions, make amends etc.)</p> <hr/> <p>Identifies and accesses positive supports when needed in a conflict situation/crisis</p> <hr/> <p>Uses listening and speaking skills to help prevent and resolve conflicts to build and maintain healthy relationships</p> <hr/> <p>Utilizes appropriate conflict resolution skills to prevent, prepare for, and manage conflict across multiple settings</p>
<p>1E. Identify external and community resources and supports.</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Identifies at least one adult they trust</p> <hr/> <p>Identifies at least one adult they trust</p> <hr/> <p>Recognizes the benefits of additional external supports, including positive adult role models, inside and outside of school settings</p> <hr/> <p>Assembles/creates constructive support systems that contribute to school and life success</p> <hr/> <p>Identifies social support systems</p>



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6

Complete a mock job interview prior to a formal interview with a prospective employer.

SEL BENCHMARKS	Grade Band	EXAMPLE SEL INDICATOR
<p>4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways. (see above)</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Identifies interpersonal problems that need adult help to resolve, and appropriately asks for help</p> <hr/> <p>Activates steps of the conflict resolution (problem solving) process (active listening, expressing feelings, identifying the problem, brainstorming solutions, make amends etc.)</p> <hr/> <p>Identifies and accesses positive supports when needed in a conflict situation/crisis</p> <hr/> <p>Uses listening and speaking skills to help prevent and resolve conflicts to build and maintain healthy relationships</p> <hr/> <p>Utilizes appropriate conflict resolution skills to prevent, prepare for, and manage conflict across multiple settings</p>
<p>1E. Identify external and community resources and supports. (see above)</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Identifies at least one adult they trust</p> <hr/> <p>Identifies at least one adult they trust</p> <hr/> <p>Recognizes the benefits of additional external supports, including positive adult role models, inside and outside of school settings</p> <hr/> <p>Assembles/creates constructive support systems that contribute to school and life success</p> <hr/> <p>Identifies social support systems</p>



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7 Identify how math is applied in a business setting (e.g., financial calculations, physical forms of measurement, statistical analysis) and how economic principles impact global and local business operations.

SEL BENCHMARKS	Grade Band	EXAMPLE SEL INDICATOR
<p>5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.</p>	K-2	Demonstrates constructive academic behaviors
	3-5	Describes steps of a decision making model
	6-8	Analyzes how decision-making skills affect study habits and academic performance
	9-12	Evaluates decisions and processes and modifies if necessary
	adult	Applies decision making skills to foster responsible social and work relations and make healthy life-long choices



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8

Demonstrate financial literacy proficiency by: understanding how to open and manage a bank account; assessing personal expenses; creating a monthly budget; understanding compounded returns; understanding the primary sources of expenses and revenue; and accurately interpreting financial documents (e.g., balance sheet, income statement, cash flow statement).

SEL BENCHMARKS	Grade Band	EXAMPLE SEL INDICATOR
<p>1D. Demonstrate a sense of personal responsibility and advocacy.</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Demonstrates responsible use and care of personal and others' belongings</p> <hr/> <p>Demonstrates responsible behaviors</p> <hr/> <p>Plans and develops an action plan to set and achieve short- and long-term goals</p> <hr/> <p>Demonstrates an ability to take responsibility for one's choices</p> <hr/> <p>Analyzes the effect that taking responsibility or not taking responsibility can have on oneself and others</p> <hr/>
<p>5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Implements stop, think, and act strategies in solving problems</p> <hr/> <p>Reflects on the pros and cons of the decision made or options considered</p> <hr/> <p>Identifies and applies the steps of systematic decision-making</p> <hr/> <p>Understands how decision made now can impact short- and long-term goals</p> <hr/> <p>Understands how decisions can impact the future and have long-term effects</p> <hr/>



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9

Understand payroll policy and procedures including: onboarding documentation (e.g., W-4); direct deposit options; withholdings and deductions; hours worked and wages earned; retirement investment options (employer-based and individual) including: 401k, 403b, Roth IRA, pension, and social security; and gross and net earnings calculations.

SEL BENCHMARKS	Grade Band	EXAMPLE SEL INDICATOR
<p>5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.</p>	K-2	Implements stop, think, and act strategies in solving problems
	3-5	Describes steps of a decision making model
	6-8	Identifies and applies the steps of systematic decision-making
	9-12	Considers ethical, safety, and societal factors and consequences when making decisions
	adult	Understands how decisions can impact the future and have long-term effects



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10

Evaluate professional workplace exit strategies including: appropriate advance written notice; return of worksite equipment; exit interview with supervisor; and follow-up correspondence.

SEL BENCHMARKS	Grade Band	EXAMPLE SEL INDICATOR
<p>4B. Develop and maintain positive relationships.</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Demonstrates the ability to make friends and sustain positive relationships</p> <hr/> <p>Recognizes the difference between helpful and harmful behaviors in a relationship</p> <hr/> <p>Identifies the difference between safe and risky behaviors in a relationship</p> <hr/> <p>Develops understanding of relationships within the context of networking for college and career interests</p> <hr/> <p>Actively participates in healthy support network of valued relationships</p> <hr/>
<p>5A. Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Recognizes that one has choices in how to respond in a situation and that all choices have consequences</p> <hr/> <p>Identifies social norms that affect decision making</p> <hr/> <p>Explains how honesty, respect, compassion, and empathy enables one to take the needs of others into account</p> <hr/> <p>Reflects on lessons learned from experiences</p> <hr/> <p>Reflects on lessons learned from experiences</p> <hr/>



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11 Provide evidence of WBL readiness including: CTE pathway curriculum; CTE pathway technical skills; employability skills; and a schedule of all personal and professional activities.

SEL BENCHMARKS	Grade Band	EXAMPLE SEL INDICATOR
<p>5A. Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.</p>	K-2	Recognizes that one has choices in how to respond in a situation and that all choices have consequences
	3-5	Identifies social norms that affect decision making
	6-8	Analyzes the reason for school and societal rules and their impact on decisions
	9-12	Demonstrates the ability to consider personal factors during the decision-making process
	adult	Reflects on lessons learned from experiences



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12 Demonstrate proficiency in task management and career specific applications, resources, technology, and equipment as exhibited through assignments and work deliverables.

SEL BENCHMARKS	Grade Band	EXAMPLE SEL INDICATOR
<p>2B. Set, monitor, adapt, and evaluate one's own goals to achieve success in school and life.</p>	K-2	Describes something they have accomplished
	3-5	Identifies personal skills, planning, or strategies that lead to accomplishments
	6-8	Establishes criteria for evaluating personal and academic success
	9-12	Incorporates personal management skills (i.e., time management, organization skills) on a daily basis
	adult	Analyzes the effect personal tendencies have on goal achievement (e.g., integrity, prioritizing, managing time, adequate resources)



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13 Compile a log of policies and trainings relevant to the immersion experience which includes: workplace regulations; appropriate workplace non-discrimination laws and standards; health and safety policies (e.g., Occupational Safety and Health Administration); health training and certifications; relevant federal and state labor laws; and workplace and federal drug and alcohol policies during and beyond work hours.

SEL BENCHMARKS	Grade Band	EXAMPLE SEL INDICATOR
<p>5A. Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.</p>	K-2	Implements stop, think, and act strategies in solving problems
	3-5	Identifies social norms that affect decision making
	6-8	Analyzes the reason for school and societal rules and their impact on decisions
	9-12	Reflects on lessons learned from experiences
	adult	Reflects on lessons learned from experiences



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14

Conduct research to understand the values, history, and organizational structure of prospective employers.

SEL BENCHMARKS	Grade Band	EXAMPLE SEL INDICATOR
<p>3B. Exhibit civic responsibility in multiple settings.</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Foundational skills in social awareness</p> <hr/> <p>Identifies roles they have to contribute to their school, home, and community</p> <hr/> <p>Evaluates the impact of a school, home, or community initiative the student was personally involved in</p> <hr/> <p>Evaluates the impact of a school, home, or community initiative for change</p> <hr/> <p>Evaluates the impact of a school, home, or community initiative for change</p> <hr/>
<p>3C. Demonstrate an awareness of and respect for human dignity, including culture and differences.</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Names qualities of others from a variety of cultures and groups</p> <hr/> <p>Recognizes the value of different cultures and social groups</p> <hr/> <p>Analyzes how culture impacts interpretation of historical events</p> <hr/> <p>Develops an awareness of personal and external bias</p> <hr/> <p>Identifies and addresses explicit or implicit biases</p> <hr/>
<p>5A. Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Foundational skills in responsible decision making</p> <hr/> <p>Identifies social norms that affect decision making</p> <hr/> <p>Analyzes impact of media and social norms on one's behavior</p> <hr/> <p>Evaluates how external influences (e.g., media, peers, social and cultural norms and expectations of authority) affect one's decision making</p> <hr/> <p>Evaluates how external influences (e.g., media, peers, social and cultural norms and expectations of authority) affect one's decision making</p> <hr/>



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15

Submit targeted: cover letter, resume, application, and references to prospective employers.

SEL BENCHMARKS	Grade Band	EXAMPLE SEL INDICATOR
<p>1D. Demonstrate a sense of personal responsibility and advocacy.</p>	K-2	Recognizes that there are positive and negative consequences of personal choices, behaviors, and actions
	3-5	Self-advocates to support responsible choices and to avoid negative behaviors by reaching out to adults for assistance
	6-8	Plans and develops an action plan to set and achieve short- and long-term goals
	9-12	Identifies and describes knowledge and skills one can use as a responsible citizen to improve and advocate in the community
	adult	Describes knowledge and skills of a responsible citizen and uses them to improve and advocate in the community



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16 Prepare for and participate in a formal interview; ask questions that demonstrate an understanding of the employer’s mission, products, and priorities; and send appropriate post-interview communication.

SEL BENCHMARKS	Grade Band	EXAMPLE SEL INDICATOR
<p>4A. Use positive communication and social skills to interact effectively with others.</p>	K-2	Effectively and appropriately communicates needs, wants, and ideas
	3-5	Identifies social norms that affect decision making
	6-8	Uses understanding of how and why others respond in a given situation (e.g., assertive, passive, or aggressive) in order to respond respectfully and effectively with others
	9-12	Uses assertive communication to have needs met without negatively impacting others
	adult	Uses assertive communication to have needs met without negatively impacting others



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Document immersive experience expectations with an employer including: work hours; start and end dates; scheduled school breaks; preferred communication channels for contacting supervisor; worksite and in-class work requirements; and required portfolio artifacts.

SEL BENCHMARKS	Grade Band	EXAMPLE SEL INDICATOR
<p>1D. Demonstrate a sense of personal responsibility and advocacy.</p>	K-2	Uses assertive communication to have needs met without negatively impacting others
	3-5	Demonstrates responsible behaviors
	6-8	Explains the connection between choice, responsibility, and consequences for behaviors
	9-12	Identifies and describes knowledge and skills one can use as a responsible citizen to improve and advocate in the community
<p>1E. Identify external and community resources and supports.</p>	adult	Analyzes the effect that taking responsibility or not taking responsibility can have on oneself and others
	K-2	Identifies situations in which they need to seek help from an adult
	3-5	Identifies peer, home, and school supports and/or resources to help solve problems
	6-8	Recognizes the benefits of additional external supports, including positive adult role models, inside and outside of school settings
	9-12	Assembles/creates constructive support systems that contribute to school and life success
adult	Creates a network of support for life success	



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Develop a work-learning plan in partnership with employer, student, and school staff to address short-term career goals. The plan should allow for flexibility based upon changing circumstances, employer feedback, and unplanned assignments.

SEL BENCHMARKS	Grade Band	EXAMPLE SEL INDICATOR
<p>2B. Set, monitor, adapt, and evaluate one's own goals to achieve success in school and life.</p>	K-2	Uses assertive communication to have needs met without negatively impacting others
	3-5	Identifies ability to meet the goal independently or with supports
	6-8	Identifies and utilizes potential resources for achieving goals (e.g., home, school, and community support)
	9-12	Identifies outside resources to assist in achieving goals
	adult	Recognizes the role of the individual within the larger community



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Communicate with coworkers, supervisors and individuals of diverse backgrounds, perspectives, and cultures by demonstrating effective listening, written, and verbal communication skills.

SEL BENCHMARKS	Grade Band	EXAMPLE SEL INDICATOR
<p>3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Identifies situations in which they need to seek help from an adult</p> <hr/> <p>Recognizes multiple points of view or perspectives in a situation</p> <hr/> <p>Accepts and shows respect for other people's perspectives, opinions, or points of view</p> <hr/> <p>Values and learns from the perspectives of others</p> <hr/> <p>Uses awareness and empathy to be more patient—even when one doesn't feel like it</p> <hr/>
<p>3C. Demonstrate an awareness of and respect for human dignity, including culture and differences.</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Names qualities of others from a variety of cultures and groups</p> <hr/> <p>Recognizes the similarities of different cultures and social groups</p> <hr/> <p>Recognizes how beliefs are shaped by social and cultural experiences</p> <hr/> <p>Develops an understanding of how privilege impacts groups and individuals</p> <hr/> <p>Identifies and addresses explicit or implicit biases</p> <hr/>



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20 Complete a complex project related to the immersive experience requiring the following: incorporation of deadlines to allow for draft submissions and feedback prior to final product submission; demonstration of attention to detail, precision, and accuracy; and submission of finalized product.

SEL BENCHMARKS	Grade Band	EXAMPLE SEL INDICATOR
<p>2B. Set, monitor, adapt, and evaluate one's own goals to achieve success in school and life.</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Identifies the steps needed to accomplish a short-term goal</p> <hr/> <p>Identifies personal skills, planning, or strategies that lead to accomplishments</p> <hr/> <p>Designs actions plans with timelines for achieving goals</p> <hr/> <p>Incorporates personal management skills (i.e., time management, organization skills) on a daily basis.</p> <hr/> <p>Sets, monitors, adapts, and evaluates goals to achieve success in life</p> <hr/>
<p>4A. Use positive communication and social skills to interact effectively with others.</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Effectively and appropriately communicates needs, wants, and ideas</p> <hr/> <p>Gives and receives compliments in a genuine manner</p> <hr/> <p>Practices reflective listening</p> <hr/> <p>Offers and accepts constructive feedback in order to help others and improve self</p> <hr/> <p>Offers and accepts constructive feedback in order to help others and improve self</p> <hr/>



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Evaluate the management style of a supervisor in a decision-making situation to consider how he or she communicates (e.g., verbal, non-verbal, written) and engages colleagues in a professional setting. Recognize how the management style effects employee productivity, morale, motivation, and job satisfaction.

SEL BENCHMARKS	Grade Band	EXAMPLE SEL INDICATOR
<p>3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Recognizes the emotions/feelings of others by using attention and/or listening skills to assess facial expressions, body language, and tone of voice</p> <hr/> <p>Predicts the impact of one's own behavior on the emotions of others</p> <hr/> <p>Analyzes ways that a person's emotions can be affected by the behavior of others</p> <hr/> <p>Considers the feelings of others</p> <hr/> <p>Considers the feelings of others</p>
<p>5A. Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Recognizes that one has choices in how to respond in a situation and that all choices have consequences</p> <hr/> <p>Identifies social norms that affect decision making</p> <hr/> <p>Analyzes the reason for school and societal rules and their impact on decisions</p> <hr/> <p>Evaluates how external influences (e.g., media, peers, social and cultural norms and expectations of authority) affect one's decision making</p> <hr/> <p>Evaluates how external influences (e.g., media, peers, social and cultural norms and expectations of authority) affect one's decision making</p>



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IDENTIFYING THE INTERSECTION OF SOCIAL AND EMOTIONAL LEARNING AND EMPLOYABILITY SKILLS IN DELAWARE

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Exhibit professional skills appropriate to the workplace setting including: problem-solving; conflict resolution; persistence and grit; and positive response to praise, setbacks, and constructive criticism.

SEL BENCHMARKS	Grade Band	EXAMPLE SEL INDICATOR
<p>1D. Demonstrate a sense of personal responsibility and advocacy.</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Identifies attitudes and behaviors that lead to successful learning</p> <hr/> <p>Identifies personal skills, planning, or strategies that lead to accomplishments</p> <hr/> <p>Explains the connection between choice, responsibility, and consequences for behaviors</p> <hr/> <p>Describes how taking personal responsibility is linked to being accountable for behavior</p> <hr/> <p>Analyzes the effect that taking responsibility or not taking responsibility can have on oneself and others</p>
<p>2A. Understand and use strategies for managing one's own emotions and behaviors constructively.</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Identifies sources of common stress</p> <hr/> <p>Demonstrates skills to respond effectively to pressure situations (e.g., calm down, walk away, seek help or meditation)</p> <hr/> <p>Accepts and shows respect for other people's perspectives, opinions, or points of view</p> <hr/> <p>Demonstrates the ability to reframe difficult situations into opportunities that promote resilience and optimism</p> <hr/> <p>Uses techniques to manage stress & emotions and evaluates the impact of techniques</p>
<p>4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.</p>	<p>K-2 3-5 6-8 9-12 adult</p>	<p>Begins to develop and practice the use of problem-solving and conflict resolution skills</p> <hr/> <p>Activates steps of the conflict resolution (problem solving) process (active listening, expressing feelings, identifying the problem, brainstorming solutions, make amends etc.)</p> <hr/> <p>Establishes criteria for evaluating personal and academic success</p> <hr/> <p>Accesses conflict resolution and problem-solving resources (e.g., security, trusted adults, peer mediators, counselors) when available to facilitate resolution of conflict situations</p> <hr/> <p>Utilizes appropriate conflict resolution skills to prevent, prepare for, and manage conflict across multiple settings</p>



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