



## An Examination of K-12 SEL Learning Competencies/Standards in 18 States

In our [State Frameworks Brief \(2019\)](#) published a year ago, we analyzed 14 separate sets of K-12 “learning standards” or “competencies” for social and emotional learning (SEL) that states have developed. This report updates our previous analysis to include four additional sets of learning standards (for a total of 18 states) and provides important updates about the original 14 states.

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## About the CASEL Collaborating States Initiative (CSI)

In 2016, CASEL launched the [Collaborating States Initiative \(CSI\)](#) to help state education agencies (SEAs) create statewide conditions that will encourage and equip educators to promote integrated, equity-focused, academic, social and emotional learning (SEL). In the past two years, the CSI team and its partners have scaled state-level SEL work, starting with eight states and now connected to more than 30 states, which collectively serve more than 11,500 school districts, 58,000 schools, and 30 million students. The goal of the CSI is to support SEA staff who are striving to move beyond compliance-driven policies to the development of flexible policies, tools, and guidelines that encourage districts and schools to create customized conditions to support every student's development. Leaders in these states share CASEL's commitment to help ensure that preschool to high school students are fully prepared—academically, socially, and emotionally—to succeed in school, at work, and in life.

As part of the CSI, state teams—with support from CASEL and national experts and organizations—engage in a community of practice to learn and grow state-level SEL policies and practices. States share resources as well as findings from state-specific research, disseminate information on best practices and evidence-based tools that states develop for the field (available on the [CASEL CSI Resource websites](#)), and collaborate on problems of practice. Through this community of practice, states develop a vision for their SEL work, identify strategies to build adult capacity to support student SEL, integrate and align policies and practices, and create systems that support the needs of all learners.

The ways in which CSI states engage in the work vary. All develop customized SEL plans and activities based on each state's unique context. Some are developing guidelines or professional learning to support student SEL. Others are articulating learning standards for student SEL. Some are strategically integrating SEL into existing programs and priorities, including academics. Still others are using a combination of these strategies. All are committed to creating statewide conditions where educators are effectively equipped and encouraged to support their students' social and emotional development.

Going forward, CASEL seeks to advance implementation across our partner states, deepen understanding of how they can best support districts, and strengthen communication to all 50 states.

## Introduction

According to the [first brief](#) in the Measuring SEL Framework series from the Assessment Work Group, “a framework is simply a tool that helps organize ideas in order to provide a foundation for thinking, communicating, and acting.” Frameworks are important because they help to drive action. Action can include designing or aligning multiple efforts that support student social and emotional development and can encompass policy, instructional strategies, and assessment. According to the American Institutes for Research (AIR) [report](#), *Identifying, Defining, and Measuring Social and Emotional Competencies*, by Berg et al. (2017), the key purposes of frameworks in education are to:

- Articulate what students should know and be able to do (i.e., learning standards/competencies)
- Support evidence-based practice
- Inform decisions about how best to monitor student progress and implementation (i.e., measurement)
- Connect practice to theory and research

For their 2017 report, AIR researchers reviewed SEL frameworks from different fields of study<sup>1</sup>. They identified at least 136 different frameworks for SEL, many of which currently are likely operating within different departments, schools, and districts around the country.

SEL competencies or standards derive from SEL frameworks. In this report, we use the term “SEL competencies” and “standards” interchangeably to refer to statements about “what students should know and be able to do,” recognizing that states may use different terms such as “competencies,” “learning goals,” or “benchmarks.” States that elect to use other terms cite several reasons: (1) academic learning standards often establish required goals that may be tied to testing and accountability, and testing for accountability is not recommended for SEL; (2) social and emotional development can be more variable than the word “standards” implies; and (3) implementation of academic learning standards is mandatory, while implementation of SEL “standards” or goals is generally voluntary.

Our goal in this brief is to examine the specific SEL frameworks states use and the competencies they have articulated based on these frameworks. Despite the large number of SEL frameworks, [a systematic review by Eklund and colleagues](#) of state-level social and emotional standards found that many states use SEL frameworks based on the CASEL 5 framework<sup>2</sup> (see sidebar), and our findings are certainly consistent with that finding.



1 Berg, J., Osher, D., Same, M. R., Nolan, E., Benson, D., & Jacobs, N. (2017). *Identifying, Defining, and Measuring Social and Emotional Competencies*. American Institutes for Research. Washington, DC: American Institutes for Research

2 ©2017 CASEL. All rights reserved. Learn more at casel.org

Specifically, for this brief, we considered the following five questions:

- What SEL framework is the state using, and to what extent does it align with the CASEL framework for SEL?
- Has the state articulated developmental benchmarks for SEL as part of its framework?
- Has the state explicitly connected its framework to equity and/or culturally responsive classroom practices?
- How do the state's SEL learning standards and framework connect to other strategic priorities and approaches (e.g., workforce readiness, mental health, and multitiered systems of support)?
- What kinds of guidance does the state provide to support implementation of its SEL learning standards and framework?

To conduct our review, we examined the publicly available SEL competencies articulated by each state and other publicly available guidance documents found on state websites for all 18 states<sup>3</sup>. We then invited all 18 states to review our findings. In some cases, particularly when we were aware of them as part of our CSI, and with their permission, we noted additional products under development by particular states.

Results from our review are summarized in Table 1. An appendix describes each state's individual efforts, with links to critical documents for those eager to learn more.

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<sup>3</sup> An additional 12 states have developed resources and guidance documents related to SEL: California, Colorado, Florida, Iowa, Kentucky, Louisiana, Massachusetts, Missouri, Montana, Nebraska, New Hampshire, and Oregon. They have made strategic alignments but have not decided to develop standards or are in the process of developing standards.

Table 1: Comparison of 18 states that have developed K-12 SEL standards/competencies

State	Utilize CASEL 5 SEL Framework	Developed State Specific SEL Framework	Provides developmental benchmarks	Academic Integration	SEL framework also connects to/aligns with:								State provides support for implementation			
					Addresses Equity/Diversity	Addresses Mental Health / Trauma	Whole Child	Workforce, College/ Career 21C Learning	School climate/ culture	Character	MTSS	PBIS	Guidance for Implementing SEL	Instructional Practices	Professional Learning	Assessment/ Measurement
<a href="#">AR</a> 2019	✓		✓					✓					✓			✓
<a href="#">IL</a> 2004	✓ <sup>+</sup>		✓ <sup>+</sup>	✓		✓	✓	✓	✓					✓	✓	✓
<a href="#">IN</a> 2019		✓	✓ <sup>+</sup>	✓	✓			✓			✓	✓	✓	✓	✓	✓
<a href="#">KS</a> 2012/2018		✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
<a href="#">ME</a> 2012		✓	✓					✓								
<a href="#">MI</a> 2017	✓		✓ <sup>+</sup>	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓
<a href="#">MN</a> 2018	✓		✓	✓	✓				✓				✓	✓	✓	✓
<a href="#">NV</a> 2017	✓							✓								
<a href="#">NJ</a> 2017	✓		✓					✓	✓	✓				✓	✓	
<a href="#">NY</a> 2018	✓ <sup>+</sup>		✓ <sup>+</sup>	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
<a href="#">ND</a> 2018	✓		✓	✓		✓			✓		✓					✓
<a href="#">OH</a> 2019	✓		✓ <sup>+</sup>	✓	✓	✓	✓		✓			✓	✓		✓	
<a href="#">PA</a> 2019	✓ <sup>+</sup>		✓ <sup>+</sup>	✓	✓			✓					✓	✓	✓	✓
<a href="#">RI</a> 2017	✓		✓	✓	✓	✓			✓					✓	✓	
<a href="#">TN</a> 2017	✓		✓ <sup>+</sup>	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓
<a href="#">WA</a> 2019		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
<a href="#">WV</a> 2012		✓	✓	✓				✓	✓				✓			
<a href="#">WI</a> 2018		✓	✓ <sup>+</sup>	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓
<b>Total</b>	12	6	17	14	10	10	6	14	13	2	7	6	12	12	13	10

\*PK SEL competencies/standards explicitly aligned with K-12 (n=6)  
 \*\*CASEL 5 competencies presented in 3 goals

## State SEL Frameworks

Our updated review found that 12 of the 18 states have frameworks that directly align with the CASEL 5 framework of core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision making). It is not surprising that states tend to use frameworks closely aligned with the CASEL framework, given that the CASEL framework is based on the theory and developmental research on social and emotional competencies.

Three of those 12 states whose standards closely aligned with the CASEL framework (Illinois, New York, and Pennsylvania) elect to combine dimensions of the CASEL five competencies to create three goal areas. They combine self-awareness and self-management into an overarching goal on the individual; social awareness and relationship skills into a second overarching goal on relationships; and retain the responsible decision-making competency (although Pennsylvania emphasizes interpersonal dimensions of decision-making in terms of interpersonal skills, as social problem-solving).

In contrast to the 12 states described above, six of the 18 states use a state-specific framework that does not directly align with the CASEL 5 core competencies (Indiana, Kansas, Maine, Washington, West Virginia, and Wisconsin), although three of these six frameworks (Kansas, Washington, and Wisconsin) still cover the CASEL core competencies but in slightly different ways. For example, Kansas organizes its competencies into character development, personal development, and social development. Washington adds specific competencies on self-efficacy and social engagement.

The Indiana, Maine, and West Virginia frameworks are more distinct from the CASEL framework, although even in these the CASEL 5 competencies and subcompetencies are reflected to varying degrees. Specifically, Indiana's framework is organized into seven competencies:

- Sensory motor integration
- Connection
- Critical thinking
- Insight
- Regulation
- Mindset
- Collaboration

Maine's Guiding Principles are organized around five competency domains:

- Clear and effective communicator
- Creative and practical problem-solver
- Integrative and informed thinker
- Self-directed, lifelong learner
- Responsible and involved citizen

West Virginia's College- and Career-Readiness Dispositions and Standards for Student Success (K-12) are organized around four skill domains:

- Interpersonal and social skills
- Career and life goals
- Learning, study and work habits
- Practices that support global citizenship

State Developmental Benchmarks

Multiple authors<sup>4</sup> recommend that SEL competencies or standards, measures of student progress, and teaching practices should all be developmental—because SEL is developmental. For example, a brief by Susanne [Denham](#) asserts that the CASEL framework is implicitly developmental. While the CASEL framework does not itself define developmental benchmarks, CASEL’s CSI recommends that developmental benchmarks (sometimes referred to as developmental indicators) are an essential component of high-quality state learning standards<sup>5</sup>, and we encourage states with SEL learning standards or competencies also to articulate developmental benchmarks<sup>6</sup>. In their review of frameworks for SEL, Berg and her colleagues<sup>7</sup> reported in 2017 that fewer than one in 10 frameworks articulate competencies developmentally. Given the dramatic increase in the number of state learning standards in the past two years, we were interested to see how many state frameworks have now articulated developmental benchmarks and for what age bands.

In 2019, we found a significant increase in the number of state frameworks that articulate developmental benchmarks. Specifically, we found that 17 of the 18 sets of state standards articulate developmental benchmarks for SEL. This finding indicates that states recognize the importance of having an SEL framework that is developmental.

Table 2: Organization of Developmental Bands

	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	ADULT
AR															
IL															
IN															
KS															
ME	Beginner → advanced beginner → strategic learner → emerging expert														
MI															
MN															
ND															
NJ															
NY															
OH															
PA															
RI															
TN															
WA															
WV															
WI															

4 Denham, S.A. (2018). Keeping SEL Developmental: The Importance of a Developmental Lens for Fostering and Assessing SEL Competencies. Measuring SEL Using Data to Inspire Practice Frameworks Briefs. Special Issues Series; Eklund, Kilpatrick, Kilgus, & Haider, 2018

5 Dusenbury, L., and Yoder, N. (2017a) [Key Features of High-Quality Standards and Guidelines to Support Social and Emotional Learning](#). Chicago, IL: Collaborative for Academic, Social, and Emotional Learning; Dusenbury, L., and Yoder, N; . (2017b) [The Collaborating States Initiative \(CSI\) Recommended Process for Developing State Policies and Guidelines to Support Social and Emotional Learning](#). Chicago, IL: Collaborative for Academic, Social, and Emotional Learning; and Yoder, N., and Dusenbury, L. (2017) [A Process for Developing and Articulating Learning Goals or Competencies for Social and Emotional Learning](#). Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.

6 Dusenbury, L., and Yoder, N., 2017a

7 Berg, Osher, Same, Nolan, Benson, & Jacobs, 2017

All 17 of the states that articulated developmental benchmarks use grade bands (e.g., early elementary, late elementary, middle school, high school), rather than individual grade levels (e.g., K, 1, 2...). As seen in Table 2, most states group the elementary years into two bands, include a single band for middle school, and one or two bands for high school. However, there are slight variations in how states organize the grade bands (e.g., separating early high school and later high school, versus having a single band for all four grades). In addition, four states (Rhode Island, Tennessee, Washington, and Wisconsin) identify competencies for adults.

All 50 states have now articulated preschool standards for SEL (this has been the case since 2015)<sup>8</sup>. However, because preschool standards were traditionally developed by the department, office, or agency within the state that was responsible for early childhood, and was often outside of the state's SEA, preschool standards are not always aligned with K-12 standards in a state. CASEL recommends that state teams developing learning standards for SEL include members from both early childhood and K-12 agencies/departments<sup>9</sup>. Of the 17 states that articulated developmental benchmarks, six have K-12 SEL standards that also align with the state's preschool-K SEL standards. Michigan and Rhode Island have aligned state standards from infancy through grade 12, and Wisconsin effectively has aligned its standards from infancy through adulthood.

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8 Dusenbury, Dermody, & Weissberg, , 2018.

9 Dusenbury, L., and Yoder, 2017a;

## Equity and Cultural Responsiveness

An equity lens is important when developing SEL standards, particularly to ensure that the standards do not unintentionally reinforce implicit power and privilege inequities. Equal access, awareness of implicit bias, and responsiveness and sensitivity to culture are critical considerations for policymakers, and approaches to SEL can themselves be helpful in promoting equity directly. Specifically, when students and adults themselves have social and emotional competencies—including self- and social awareness, relationship skills, and responsible decision-making skills—they are better equipped to be resilient in the face of adversity and better able to advocate for themselves and others.<sup>10</sup>

In [a special issue brief on equity](#) in the Measuring SEL Framework series, Robert Jagers and colleagues<sup>11</sup> discuss how to revise the CASEL 5 framework to explicitly address issues of prejudice, privilege, and power and to promote self-determination, empowerment, and social justice. They define such equity-informed work as transformative SEL—“a process whereby students and teachers build strong, respectful relationships founded on an appreciation of similarities and differences, learn to critically examine root causes of inequity, and develop collaborative solutions to community and societal problems.”

Despite the importance of the above considerations in high-quality frameworks, Berg and her colleagues<sup>12</sup> found that fewer than one in five frameworks consider cultural and linguistic diversity. Given that an increasing number of states now emphasize equity in SEL to ensure that educational experiences are culturally and linguistically appropriate and engaging to all, we wanted to re-examine state trends.

We found that by 2019 more than half, 10 of the 18 states, explicitly connect their SEL framework to equity and/or cultural responsiveness. States approach this work in different ways. For example:

- Washington integrates culturally responsive practices and equity throughout six online learning modules it developed to support SEL statewide. In particular, the [Washington SEL Online Education Module: Building Foundations and Strategies: Learning Segment 4: Integrating SEL Into Culturally Responsive Classrooms addresses an intentional approach to culturally responsive SEL in depth.](#)
- New York includes brief sections on equity and culturally responsive practices in its guidance document [Social Emotional Learning: Essential for Learning, Essential for Life](#) (pages 10 and 29).
- Wisconsin convened an Equity Council to assist in developing the state’s federal Every Student Success Act (ESSA) plan, and then advised on how to: (1) communicate about SEL and equity; (2) help districts implement the SEL competencies equitably; and (3) support districts in this work. Further, the SEA collaborated with the Wisconsin Response to Intervention (RTI) Center and the Disproportionality Technical Assistance Network to create a [Model to Inform Culturally Responsive Practice](#). The resource includes guidance on: (1) communicating the benefit of SEL for all students; (2) implementing SEL in ways that are culturally and linguistically responsive, and (3) engaging families and communities in culturally relevant ways.

10 Aspen Institute (2018). [Pursuing social and emotional development through a racial equity lens: A call to action](#). Washington, DC: Author; Gregory, A., & Fergus, E. (2017). [Social and emotional learning and equity in school discipline](#). *The Future of Children*, 27, 117–136.

11 Jagers, R., Rivas-Drake, D., & Borowski, T. (2018). [Equity and Social and Emotional Learning](#). Measuring SEL Using Data to Inspire Practice Frameworks Briefs. Special Issues Series.

12 Berg, Osher, Same, Nolan, Benson, & Jacobs, 2017

- Minnesota submitted its SEL framework to the Great Lakes Equity Center for a culturally responsive review. The review led to the creation of the [Great Lakes Equity Center Guidance](#) for supporting equity in teaching practices. The guidance provides multiple recommendations to support SEL through a culturally responsive lens, such as basing curriculum on the cultural-linguistic realities of students and viewing those realities as assets.
- Michigan also had the Great Lakes Equity Center review its SEL framework. The state's SEL guide, [Early Childhood to Grade 12 Social and Emotional Learning \(SEL\) Competencies and Indicators](#), includes sections on culture and equity, as well as reflective questions related to equity (page 9). The state also links to guidance and statements from the Great Lakes Equity Center in its tool [Connecting Social and Emotional Learning to Michigan's School Improvement Framework](#).
- Ohio emphasizes the importance of cultural competence and sensitivity in its [K-12 Learning Standards for SEL](#).
- Pennsylvania frames equity as part of its [career readiness standards](#), stating, "A key challenge for 21st century schools involves serving culturally diverse students with varied abilities and motivations for learning. While many teachers instinctively know that social and emotional skills are important, historically schools have been primarily focused on teaching academic content such as reading, math, science, and history, and less intentional about supporting the social and emotional skills that are important to learning and life success. It cannot be assumed that all students come to school with the career readiness skills that employers seek. The Pennsylvania Career Readiness Standards are designed to provide a direct pathway to employability for all students as well as serve as a map for our educators to intentionally model, teach, and reinforce these skills."
- The Rhode Island Department of Education (RIDE) ensures that equity is included in its SEL standards, benchmarks, and guidance. In addition, its [introduction and guidance document](#) provides information on important variables and influences that need to be considered, including family and cultural expectations, trauma, poverty, and disabilities, and how these may impact SEL skills.
- Indiana aligns the discussion of equity in its introductory document to its [social and emotional learning competencies](#).

## Connections to Other Strategic Priorities and Approaches

States have connected their SEL standards to multiple other strategic priorities and approaches to promote systemic SEL and also to ensure that educators do not think that SEL is “one more thing” disconnected from the rest of the work. In their review, Berg and her colleagues<sup>13</sup> identified character, mental health (including trauma), and workforce (career readiness) development as key approaches often connected to SEL. The CSI also has found the following priorities and approaches are important drivers in many states as they develop frameworks for SEL:

- [Academic integration](#). SEL competences are critical for all learning. It is important to make these connections explicit to encourage educators to foster student SEL competencies that support academics.
- [Mental health and well-being is foundational to social and emotional adjustment](#) and competence. Trauma and other adverse childhood experiences (ACES) can negatively affect mental health as well as academic, social, and emotional development.
- [Whole child](#) is a coordinated approach to education and public health that works to ensure that each child will be “healthy, safe, engaged, supported, and challenged.”
- [Workforce readiness, college and career readiness, and 21st-century skills](#) are closely aligned with SEL, because social and emotional skills (such as self-management, communication, goal setting, collaboration, and responsible decision-making) are all critical skills for success in college and career.
- [School climate and culture](#) refer to the quality, norms, and values of the school environment. School climate and culture are associated with student and teacher social and emotional well-being.
- [Character education and development](#) is a process designed to promote citizenship, civic principles and values, and ethical behavior, and aligns with social and emotional development.
- [Multitiered systems of support](#) (MTSS) is a systemic approach designed to identify and coordinate evidence-based interventions, both academic and behavioral. MTSS can include [positive behavioral interventions and supports](#) (PBIS). SEL programs and approaches are often seen as an important component of universal approaches within MTSS, because they are designed to promote positive academic and behavioral outcomes in all students.

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<sup>13</sup> Berg, Osher, Same, Nolan, Benson, & Jacobs, 2017

The 18 states often connect their SEL standards to these multiple strategic priorities and approaches for two primary reasons. One, they recognize that educators are already overwhelmed with initiatives and priorities to support students. Two, they understand that SEL underpins many other strategic efforts. When educators support student SEL competencies and skills, students are more likely to have the skills and resources to optimize academics, become more prepared for the workforce, and have tools and resources to support their emotional well-being. Although not an exhaustive list, based on our review, states have connected SEL to the following strategic priorities:

- **Academic integration.** Fourteen states (Illinois, Indiana, Kansas, Michigan, Minnesota, New York, North Dakota, Ohio, Pennsylvania, Rhode Island, Tennessee, Washington, West Virginia, and Wisconsin) integrate their SEL standards with academics through multiple means. These include crosswalks with academic standards, proposed legislation to align SEL standards with academic and health and fitness standards, instructional approaches, and materials that make the case for why SEL competencies are critical for academic learning.
- **Mental health, trauma and ACES.** Ten states (Illinois, Kansas, Michigan, New York, North Dakota, Ohio, Rhode Island, Tennessee, Washington, and Wisconsin) connect their SEL standards to mental health, trauma, or ACES. In comparison, the AIR report by Berg and her colleagues<sup>14</sup> found that just over 1 in 20 SEL frameworks they studied connected to trauma.
- **Whole child.** Six states (Illinois, Michigan, New York, Ohio, Tennessee, and Washington) explicitly connect their SEL standards to the whole child approach.
- **Workforce readiness, college and career readiness, and 21st-century skills.** Fourteen states (Arkansas, Illinois, Indiana, Kansas, Maine, Michigan, Nevada, New Jersey, New York, Pennsylvania, Tennessee, Washington, West Virginia, and Wisconsin) explicitly connect their SEL standards to workforce readiness.
- **School climate and culture.** Thirteen states (Illinois, Kansas, Michigan, Minnesota, New Jersey, New York, North Dakota, Ohio, Rhode Island, Tennessee, Washington, West Virginia, and Wisconsin) explicitly connect their SEL standards to school climate and culture.
- **Character education and development.** Two states (Kansas and New Jersey) explicitly connect their SEL standards to character development.
- **MTSS and PBIS.** Seven states (Indiana, Kansas, New York, North Dakota, Tennessee, Washington, and Wisconsin) explicitly connect their SEL standards to MTSS, and six states (Indiana, Kansas, New York, Ohio, Washington, and Wisconsin) to PBIS.

Kansas, New York, Tennessee, Washington and Wisconsin appear most comprehensive in their efforts to connect to these strategic priorities and approaches.

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<sup>14</sup> Berg, Osher, Same, Nolan, Benson, & Jacobs, 2017

## Guidance to Support SEL Implementation

We also examined how states are supporting district and school implementation of the SEL standards, including whether they provide overall guidance, as well as specific supports for instructional practices, professional learning, and assessment.

In our review of state websites (the most common way states create a clearinghouse of state-developed and other publicly available tools), we found that states offer support in a variety of ways and have a wide range of tools and resources (including tools and resources developed by external organizations like CASEL). In many cases, they also have developed their own state-specific tools and resources, such as those found in Illinois, Indiana, Kansas, Michigan, Minnesota, New York, Ohio, Pennsylvania, Tennessee, Washington, and Wisconsin.

Details about how each state's SEL standards connects to guidance are described in the appendix.

- **General.** Twelve states have developed general guidance or tools to support implementation of SEL: Arkansas, Indiana, Kansas, Michigan, Minnesota, New York, Ohio, Pennsylvania, Tennessee, Washington, West Virginia, and Wisconsin.
- **Instructional practices.** Twelve states provide guidance on teaching practices to support SEL: Illinois, Indiana, Kansas, Michigan, Minnesota, New Jersey, New York, Pennsylvania, Rhode Island, Tennessee, Washington, and Wisconsin.
- **Professional learning.** Thirteen states (Illinois, Indiana, Kansas, Michigan, Minnesota, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Tennessee, Washington and Wisconsin) provide guidance or other supports for professional learning. Specific strategies vary. For example, Washington has developed a series of six online professional learning modules. Tennessee has published eight online professional learning tools (and is developing three more). Minnesota offers broad guidance for developing professional learning offerings but has not created its own professional development. Illinois offers professional learning opportunities for SEL through various partnerships, such as the state board of education's partnership with regional offices of education and intermediate service centers, the Ed Leaders Network, and the University of Illinois-Classroom in Action website. Wisconsin organizes regional implementation trainings using the [CASEL Guide to Schoolwide SEL](#) and also offers monthly webinars.
- **Assessment.** Ten states (Arkansas, Illinois, Indiana, Kansas, Michigan, Minnesota, North Dakota, Pennsylvania, Tennessee and Wisconsin) provide some level of guidance on assessment or measurement of student progress in social and emotional development or school or classroom SEL practices. The level of guidance varies. For example, Arkansas links to external guidance from CASEL. In contrast, Kansas provides a [tool](#) for measuring social, emotional, and character growth and offers a "[Likert scale](#)" on its website as a way of measuring student growth (these tools are currently being revised to align with Kansas' revised SECD standards). Minnesota provides detailed guidance on [its SEL website](#) for developing approaches to assessment. [Wisconsin](#) provides a wide array of state-specific tools for measuring SEL and implementation, including an SEL Development Tracker survey suite that offers survey/assessment tools aligned with the state's competencies including for student skills, adult skills, and teaching practices. Tennessee, on the other hand, provides broad suggestions on what to look for in classroom practices that support student development.

As states begin to think about assessment, they need to be clear on the purpose and relevance of the SEL assessment. In their systematic review, Eklund and her colleagues (2018) discuss why assessments used in schools should align with the SEL standards frameworks. From the perspective of the CSI, assessment of individual students' social and emotional development needs to be carefully thought through, including a deep understanding about how the data will be used. At this point, we do not recommend assessment measures for universal screening or for accountability purposes related to SEL.

## Conclusion

Our review revealed that two-thirds of the states with SEL standards use the CASEL framework and all appear to include competencies from the five CASEL domains. More than 90 percent of states have created developmental benchmarks. Further, while attention to equity has been somewhat more limited (10 of 18 states), an increasing number of states are moving in this direction. Through the CSI, we know that equity is a strong priority in states. To promote and support educational equity, the CSI recommends that states and their working groups provide guidance for learning goals, teaching practices, and approaches that are culturally and linguistically appropriate and engaging for all. We anticipate that the number of states producing guidance for equity and cultural responsiveness that incorporate elements of SEL will continue to rise.

In the spirit of breaking down silos, this review demonstrates the volume of states actively connecting their standards or competencies to other relevant priorities, including mental health and workforce readiness. All but one state provides explicit implementation guidance in one or more critical areas: instructional practices, professional learning, and assessment.

There has been tremendous momentum in state work in SEL in the past few years<sup>15</sup>. We anticipate that in the next few years many more states are likely to adopt statewide SEL frameworks and learning standards. In the process, states are learning from and taking advantage of the work already completed in other states. Indeed, we find that working groups typically begin their work by reviewing SEL frameworks and standards developed by other states, which is part of the CSI-recommended [process](#)<sup>16</sup>.

This is an exciting time for state work to advance SEL, one that we believe has the potential to transform how students are educated in this country and help ensure that all students are fully equipped—socially, emotionally, and academically—for success in school, at work, and in life. These states are truly leading the nation.

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<sup>15</sup> Dusenbury, Dermody & Weissberg 2018

<sup>16</sup> Dusenbury & Yoder, 2017a; Dusenbury & Yoder, 2017b; Yoder & Dusenbury, 2017

APPENDIX

State-by-State Summaries of K-12 SEL Standards and Supports

NOTE: We know that web links sometimes break. If you have trouble linking to any of the documents described below, please contact us at [info@casel.org](mailto:info@casel.org).

ARKANSAS	
General	<p><a href="#">Arkansas</a> standards align with the CASEL framework, although they are in a different sequence and use terms to create an acronym "GUIDE."</p> <p>Growth – Manage Yourself (Self-Management)</p> <p>Understand – Know Yourself (Self-Awareness)</p> <p>Interaction – Build Relationships (Relationship Skills)</p> <p>Decisions – Make Responsible Choices (Responsible Decision Making)</p> <p>Empathy – Be Aware of Others (Social Awareness)</p>
Developmental Benchmarks	<p>Developmental benchmarks are organized into the following grade bands: K-2, 3-5, 6-8, 9-12.</p>
Equity	<p>All teachers will incorporate personal competencies in content courses so that all students have access to developmental skills that will prepare them for post-secondary options and community engagement. <a href="#">The Lenses of Learning</a>, which includes G.U.I.D.E. for life skills, are being incorporated into all standards revisions.</p> <p>The "Empathy" personal competency addresses cultural awareness and appreciation of diversity. Empathy is defined as the ability to take the perspective of and have empathy for others; recognizing and appreciating similarities and differences in others from diverse backgrounds; and appreciating individual and community similarities and differences.</p>
Alignment to other priorities	<p>"By incorporating the G.U.I.D.E. for Life concepts throughout the school experience, we can help instill these "real-world" skills for success in all Arkansas students. The result? Well-rounded citizens, stronger communities, and more effective employees."</p> <p>The Arkansas G.U.I.D.E. facilitates student focused education and connects to workforce readiness, preparation for success in school and community engagement.</p>
Guidance to support implementation	<p>The Guide for Life website links to many evidence-based tools to support implementation: <a href="#">CASEL District Resource Center</a>, <a href="#">CASEL School Guide</a>, <a href="#">CASEL Program Guides</a>, as well as assessment resources from CASEL including:</p> <ul style="list-style-type: none"> <li>• <a href="#">Blog: SEL Assessment Must be Strengths-based, But What Does That Mean?</a></li> <li>• <a href="#">Choosing and Using SEL Competency Assessments: What Schools and Districts Need to Know</a></li> <li>• <a href="#">Measuring SEL/Assessment Guide</a></li> </ul>

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ILLINOIS	
General	<p>Illinois was the first state to adopt learning standards for SEL. The framework of the <a href="#">Illinois Social/Emotional Standards</a> (2004) organizes the five core competencies of the CASEL framework into three goals:</p> <ul style="list-style-type: none"> <li>• Develop self-awareness and self-management skills to achieve school and life success;</li> <li>• Use social-awareness and interpersonal skills to establish and maintain positive relationships; and</li> <li>• Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</li> </ul>
Developmental Benchmarks	<p>The Illinois SEL Standards provide developmental benchmarks by the following grade bands:</p> <ul style="list-style-type: none"> <li>• Early elementary K-3</li> <li>• Late elementary 4-5</li> <li>• Middle/junior high 6-8</li> <li>• Early high school 9-10</li> <li>• Late high school 11-12</li> </ul> <p>Since 2013, the Illinois SEL standards have been fully aligned with the state’s <a href="#">Early Learning and Development Standards</a> (which include the state’s preschool standards).</p>
Equity	NA
Alignment to other priorities	<p>The Illinois SEL standards explicitly connect to:</p> <ul style="list-style-type: none"> <li>• Academic Integration: Guidance includes <a href="#">Collaborative Classroom Kits</a> that provide strategies to support SEL within classrooms.</li> <li>• Workforce Readiness: The Workforce Readiness Task Force is working with ISBE to align the SEL standards with workforce readiness.</li> <li>• Mental Health: The <a href="#">standards</a> were developed in response to the Illinois Children’s Mental Health Act. Instructional supports for the IL SEL Standards include resources to support trauma.</li> <li>• Climate: Guidance for instructional support of the Illinois SEL standards is found under domain of <a href="#">Climate</a>.</li> <li>• Whole Child: The SEL standards and instructional supports are presented within the context of whole child more broadly.</li> </ul>
Guidance to support implementation	<p>The Illinois SEL standards support practice through a wide variety of resources available in <a href="#">Illinois Classrooms in Action</a>. These <a href="#">resources</a> are found within the domain of “Classroom and Climate” under <a href="#">instructional support</a> for SEL, and include:</p> <ul style="list-style-type: none"> <li>• Detailed performance descriptors by grade (<a href="#">Grades 1-5</a>; <a href="#">Grades 6-12</a>) that may be used to develop classroom strategies and activities;</li> <li>• Teaching strategies (“Social emotional learning standards strategies”) organized by grade band;</li> <li>• A recorded webinar on 10 Teaching Strategies to support SEL;</li> <li>• Positive culture posters that can be downloaded from the website, which support integration of self-management within the framework of positive culture and climate; and</li> <li>• <a href="#">Classroom collaboration kits</a>, designed to support a classroom environment that supports student collaboration.</li> </ul> <p>Teachers may use performance descriptors by grade band (<a href="#">Grades 1-5</a>; <a href="#">Grades 6-12</a>) to help monitor their students’ skill development within their classroom.</p> <p>In addition, Illinois offers professional learning opportunities (PLOs) for SEL through various partnerships, for example, ISBE’s partnership with regional offices of education (ROEs) and immediate service centers (ISCs), the Ed Leaders Network, and the University of Illinois, Classroom in Action website.</p>

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INDIANA	
General	<p><a href="#">Indiana</a> has shared PreK-12 competencies for SEL, which includes developmental indicators. The Indiana framework is a state-specific framework that emphasizes seven competencies, including sensory motor integration and mindset in addition to competencies that more closely align with the five core competencies in the CASEL framework (see this <a href="#">document</a> for an overview).</p> <ul style="list-style-type: none"> <li>• Sensory motor integration</li> <li>• Insight</li> <li>• Collaboration</li> <li>• Connection</li> <li>• Regulation</li> <li>• Critical thinking</li> <li>• Mindset</li> </ul>
Developmental Benchmarks	Developmental grade bands for PreK- 2, 3-5, 6-8, 9-10, and 11-12.
Equity	The <a href="#">introductory document</a> defines equity (“Equity: Each and every student gets what he or she needs to succeed in school, which includes supporting their individual social, emotional, behavioral, mental, and physical health. This differs from equality, which is defined by each and every students getting the same supports resources.”) and “culturally responsive positive behavior support.”
Alignment to other priorities	Mentions MTSS and PBIS, academics (SEL lesson plans also have a curriculum connector), equity, and connects activities in high school to career planning. The state of Indiana also has employability standards that have been crosswalked with the SEL competencies.
Guidance to support implementation	<p>The website includes guidance to support implementation, including a variety of toolkits and lesson plans, a universal screener for schools choosing to use universal screeners, crosswalk and framing to support early learning, Shape System connections to support students with disabilities, professional development opportunities, tools to plan for and fund SEL, including guidance on how federal title funding can support SEL, and other resources.</p> <ul style="list-style-type: none"> <li>• <a href="#">SEL Implementation Checklist</a></li> <li>• Social-Emotional <a href="#">101</a> and <a href="#">201</a></li> <li>• <a href="#">Social-Emotional Learning Toolkit</a></li> <li>• <a href="#">SEL Lesson Plans</a> and <a href="#">SEL Toolkit</a> Video</li> <li>• <a href="#">Educational Neuroscience Toolkit</a></li> <li>• <a href="#">Neuroscience Toolkit Video</a></li> <li>• <a href="#">Universal Screening Toolkit</a></li> <li>• <a href="#">Reading Resource List for Adults</a></li> </ul>

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KANSAS	
General	<p>Kansas was the second state in the country to adopt learning standards for SEL (2012), and the first to also integrate character development with SEL. In 2018, Kansas revised its SECD standards, the Kansas Social-Emotional Character Development Revised Standards, the first state to revise its standards.</p> <p><a href="#">The Kansas Social, Emotional, Character Development Standards</a> use a state-specific framework that organizes the five core SEL competencies in the CASEL framework into three domains:</p> <ul style="list-style-type: none"> <li>• character development (including responsible decision making and problem solving);</li> <li>• personal development (including self-awareness and self-management); and</li> <li>• social development (including social awareness and interpersonal skills).</li> </ul>
Developmental Benchmarks	<p>The <a href="#">Kansas Social, Emotional, Character Development Standards</a> provide developmental benchmarks by grade bands: K-2, 3-5, 6-8, 9-12; they do not explicitly align with preschool standards.</p>
Equity	NA
Alignment to other priorities	<p>The Kansas standards connect to academic integration through instructional practices, college and career readiness, and character development. The Kansas standards also are aligned with and designed to support PBIS, MTSS, mental health, and trauma-sensitive schools. The Kansas standards align to school climate and culture through their core beliefs, for example, one core belief states “SECD skills are best learned in a respectful, safe, and civil school environment where adults are caring role models.” The standards are specifically referenced in their Kansas Education Systems Accreditation process under the Relationships and Responsive Culture rubric. Documents can be found on the <a href="#">website</a>.</p>
Guidance to support implementation	<p>The state provides <a href="#">guidance</a> to support implementation of the Kansas standards. There are a wide variety of additional tools and resources including guidance on SEL implementation and professional, resources to connect to character, and communications about why administrators, teachers, parents and students should support social, emotional, and character development.</p> <p>The state offers a <a href="#">toolkit</a> for measuring social, emotional, character development, as well as <a href="#">Likert scales</a> for measuring student growth. These resources are in the process of being updated to align with the revised SECD standards.</p>

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MAINE	
General	<p><a href="#">Maine Guiding Principles</a> (2015) are designed to provide a common vision for student success in college and career. They are the result of competency-based diploma legislation (2011) requiring that students become proficient in these guiding principles, a requirement that took effect in 2018. The Maine Guiding Principles reflect a state-specific framework organized around the following five competency domains:</p> <ul style="list-style-type: none"> <li>• Clear and effective communicator</li> <li>• Self-directed, lifelong learner</li> <li>• Creative and practical problem solver</li> <li>• Responsible and involved citizen</li> <li>• Integrative and informed thinker</li> </ul> <p>The Maine Guiding Principles are not directly aligned with the State’s preschool standards. However, it is interesting to note that the State also has also articulated SEL standards separately for <a href="#">early education through 3rd grade</a>—using a different structure. Because this separate state framework is for K-3, it did not meet our inclusion criteria for the current analysis.</p>
Developmental Benchmarks	<p>The Maine Guiding Principles provide a unique developmental framework. Rather than grades or grade bands, development is structured into a sequence: beginner, advanced beginner, strategic learner, and emerging expert. The CSI has found many state working groups struggle with identifying benchmarks, even by grade band. As a result, other state teams that have seen the Maine developmental framework often find it appealing because it does not attempt to articulate when students might be expected to have achieved a competency, by grade band.</p>
Equity	NA
Alignment to other priorities	<p>The Maine Guiding Principles connect explicitly to college and career readiness, setting a vision specifically for “student success in careers and college.”</p>
Guidance to support implementation	<p>Maine plans to develop rubrics and other resources to support educational practice. For now, the Guiding Principles serve as a critical first step in the process.</p>

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MICHIGAN	
General	The <a href="#">Michigan Department of Education Early Childhood to Grade 12 Social and Emotional Learning (SEL) Competencies and Indicators</a> align directly with the CASEL 5 competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making).
Developmental Benchmarks	The competencies provide developmental/grade level benchmarks: Infant to toddler, Prek, K-2, 3-5, 6-8, 9-10, 11-12, and are aligned preschool through high school.
Equity	The introduction to the Michigan competencies and indicators includes a section (page 8) on cultural connections, emphasizing that student competence will vary depending on culture. The document indicates that the State plans to develop guidelines to support culturally sensitive instruction of “the broadest possible spectrum of students.” The introduction also includes a section (page 9) on equity that provides a definition of educational equity and also suggests six questions to consider to ensure implementation of SEL that supports educational equity. This includes, “Do all students have access to quality SEL instruction that is culturally responsive?,” “Are students’ experiences, social and emotional strengths, and needs recognized and valued?,” and “How will SEL instruction be monitored to ensure positive outcomes for all students?”
Alignment to other priorities	<p>The Michigan competencies are found on the <a href="#">Michigan Department of Education Mental Health page</a>. They explicitly connect to academic standards (through crosswalks between SEL and academic standards, found in Appendix A of the Connecting SEL document), mental health/trauma, and whole child as stated in their introduction to the competencies: “In combination with the Michigan Health Education Standards, SEL competencies help support a well-rounded education that teaches to the whole child.” The competencies also connect to special education, as well as to college and career readiness, equity, climate (with a free-standing section on climate), whole child, out of school time, and school improvement.</p> <p>The Michigan Department of Education also provides a framework for school and district improvement planning, along with diagnostic tools that align with school climate and SEL.</p> <p>Lastly, the competencies connect to the state’s strategic plan goals and objectives: Connection to MDE’s Top 10 in 10 Strategic Plan. Michigan’s SEL competencies link to four of the seven strategic goals.</p>
Guidance to support implementation	<p>Specific guidance documents to support the Michigan SEL competencies include <a href="#">Connecting Social and Emotional Learning to Michigan’s School Improvement Framework</a>.</p> <p>There is a strong emphasis in Michigan on school improvement planning. The working group that developed the competencies also developed the document linked above to help schools embed SEL into their school improvement framework process and then into their school improvement plans.</p> <p>The Michigan SEL competencies document links to available teacher and school climate guidance resources, including teaching practices and Michigan Department of Education resources to support positive classroom environments and school climate. The competency document discusses professional learning opportunities available at the Michigan Department of Education to support school mental health strategies and SEL. The department is currently developing five online modules for self-directed professional learning. Further, the competency document links to the 10 teaching practices as well as teacher observation rubrics identified by the Great Teachers and Leaders Center, all to support teaching practices designed to promote social and emotional development in students.</p>

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MINNESOTA	
General	<p>The Minnesota framework, SEL Framework: 5 Competencies (2018), aligns directly with the CASEL 5 core competencies (i.e., relationship skills, self-awareness, self-management, social awareness, and responsible decision-making):</p> <ul style="list-style-type: none"> <li>• <a href="#">Relationship Skills Competency</a></li> <li>• <a href="#">Self-Awareness Competency</a></li> <li>• <a href="#">Self-Management Competency</a></li> <li>• <a href="#">Social Awareness Competency</a></li> <li>• <a href="#">Responsible Decision-Making Competency</a></li> </ul> <p>The competencies were developed in Minnesota to support the anti-bullying <a href="#">Safe and Supportive Schools Act</a>, which was signed into law in Minnesota in 2014. SEL is viewed as an important strategy for supporting positive school climate and for preventing bullying, and a working group was organized in 2015.</p>
Developmental Benchmarks	<p>The Minnesota competencies provide developmental benchmarks for grade bands: K-3, 4-5, 6-8, 9-12. They are not directly aligned with Minnesota preschool standards.</p>
Equity	<p>On the state website where the SEL competencies are posted, a statement on “Ensuring Effective SEL implementation” explains that the “Great Lakes Equity Center (GLEC) was asked to review the SEL guidance and competencies.” In addition, the state website links to guidance designed to support culturally responsive implementation of SEL from the <a href="#">Great Lakes Equity Center SEL Implementation Guidance</a>.</p>
Alignment to other priorities	<p>The Minnesota competencies explicitly connect to academic standards (through a crosswalk between SEL and academic standards), school climate/culture, and fall under the school climate work of the state. They also connect to bullying, and there is a strong emphasis on equity and culture. Specifically, the Minnesota SEL framework was submitted for cultural review by the Great Lakes Equity Center.</p>
Guidance to support implementation	<p>To support successful implementation of the competencies, the working group also developed an extensive array of state-specific implementation guidance (including for implementation and professional development), guidance for use in special education, and assessment guidance. The implementation guidance emphasizes systemic school and district SEL informed by the CASEL District Theory of Action that includes activities for developing a vision, needs and resource assessment, professional learning, evidence-based programming, integrating SEL across other programs and school priorities, and continuous improvement. Assessment guidance discusses purpose and types of SEL assessment, including assessment of outcomes versus process. The implementation guidance also includes resources to support teaching practices, self-assessment, district implementation, and communication.</p>

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NEVADA	
General	The <a href="#">Nevada Statewide Social and Emotional Competencies (2017)</a> build on SEL standards developed by the state's Washoe County School district. The Washoe SEL competencies were developed as part of Washoe's participation in the <a href="#">CASEL Collaborating Districts Initiative</a> . The Nevada Statewide Social and Emotional Competencies are directly aligned with the CASEL 5 Core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making).
Developmental Benchmarks	Nevada's statewide competencies do not yet provide developmental or grade-level benchmarks, nor are they aligned with Nevada's preschool standards.
Equity	NA
Alignment to other priorities	The Nevada SEL competencies are also framed in terms of success on the job and career readiness.
Guidance to support implementation	NA

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NEW JERSEY	
General	<p>The New Jersey Department of Education works to promote social and emotional learning by fostering the healthy development of young people and positive school climate. The <a href="#">New Jersey SEL Competencies and Sub-Competencies (2017)</a> are directly aligned with the CASEL 5 core competencies (self-awareness, self-management, social awareness, responsible decision-making, and relationship skills).</p> <p>The state is developing student learning objectives (its term for developmental benchmarks) and resources to align the preschool standards to the SEL competencies and sub-competencies.</p>
Developmental Benchmarks	<p>The New Jersey Competencies and Sub-Competencies are organized by developmental indicators by grade band: K-2, 3-5, 6-8, and 9-12. The state is aligning the preschool standards to the SEL competencies and sub-competencies.</p>
Equity	NA
Alignment to other priorities	<p>The New Jersey competencies align with the CASEL 5 competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). The frameworks also connect to career-ready practices, character development, and school climate.</p> <p>The <a href="#">“New Jersey Student Learning Standards For Comprehensive Health and Physical Education”</a> include standards for student social and emotional development.</p>
Guidance to support implementation	<p>To support professional learning of educators, the New Jersey Department of Education collaborated with the Mid-Atlantic Comprehensive Center and the Center on Great Teachers and Leaders to develop a series of online modules on each of the core competencies. The modules are designed as a turnkey program in which educators can take professional learning about SEL to support the SEL growth of their students. A professional learner tip sheet and facilitation guide are included to ensure educators are able to get the most out of these learning modules. In particular, the guide includes tools to further support the training process such as scripts, facilitation notes, activities, and handouts. The modules provide an opportunity for educators to reflect on their own practices and social and emotional competencies.</p> <p>New Jersey links to high-quality, external resources to support implementation, including SEL lesson plans and activities available from Edutopia, the American Federation of Teachers, Playworks, and Project BASIC. The state also links to an SEL Toolkit developed by Act for Youth, and an SEL resource finder from the University of British Columbia, as well as additional resources providing information and research on SEL. In addition, there are external resources for families. The state’s website also connects to the National Schools of Character website.</p>

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NEW YORK	
General	<p>The <a href="#">NY State Social Emotional Learning Benchmarks (2018)</a> align with the CASEL 5 competencies, presented in three goals:</p> <ul style="list-style-type: none"> <li>• Develop self-awareness and self-management skills essential to success in school and in life;</li> <li>• Use social awareness and interpersonal skills to establish and maintain positive relationships; and</li> <li>• Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.</li> </ul>
Developmental Benchmarks	<p>The developmental benchmarks are organized by grade bands: early elementary (K-3), late elementary (4-5), middle school (6-8), early high school (9-10), and late high school (11-12). The New York team worked with the Office of Early Learning, the NYS Pyramid Model Partnership, and state Council on Children and Families to align the preschool competencies with the K-12 benchmarks. The format is different, but the developmental expectations are aligned.</p>
Equity	<p>The guidance includes a section in the introduction on equity and SEL (page 10) that discusses implicit bias, culturally responsive teaching practices, and the emphasis on equity in the state ESSA plan. It also links to separate state guidance for teaching English learners.</p>
Alignment to other priorities	<p>The state’s SEL benchmarks explicitly connect to academic integration, college and career readiness, and school climate/culture. The School Climate and Student Engagement Workgroup of the New York State Safe Schools Task Force articulated the benchmarks “to enable students to take full advantage of educational opportunities throughout their school experience in grades K-12 and, equally important, to prepare them for college and/or career.” In addition, the state’s resources to support implementation of the benchmarks connect to PBIS, MTSS, 21st-century learning, equity, mental health, school climate, and whole child frameworks. Many of these connections are noted in the <a href="#">guidance document</a>.</p>
Guidance to support implementation	<p>The State has developed a strong and extensive <a href="#">guidance document</a> to support systemic, whole school implementation of SEL. It includes support for disciplinary approaches that align with SEL, as well as supports for instruction, supports for professional development, and connections to afterschool, summer school and community school programs. The guidance also connects to resources to support positive school and classroom climate, and has a section on SEL and equity. At the time of this publication, New York is developing assessment guidance for its districts and schools.</p>

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NORTH DAKOTA	
General	The <a href="#">North Dakota (2018) NDMTSS Social Emotional Learning Goals</a> align directly with the CASEL 5 competencies (self-awareness, self-management, social awareness, relationship skills and responsible decision-making). The development of the goals was led by three of the eight state’s regional education associations, and included representation by the state department of education.
Developmental Benchmarks	Developmental benchmarks are organized by grade bands: K-2, 3-5, 6-8, and 9–12. The goals are not directly aligned with preschool standards for SEL.
Equity	NA
Alignment to other priorities	The competencies are <a href="#">aligned with North Dakota Content Standards</a> . The competencies reflect a strong MTSS orientation, as they were developed by the regional education associations responsible for the expansion of the state’s NDMTSS framework. They also connect to mental health and trauma, as SEL has been declared one of the five Trauma-Informed Practices for Schools (TIPS) in the state, which also are addressed in school climate frameworks. At the time of this publication, North Dakota is aligning its SEL work to whole child, equity, MTSS, and trauma-informed practices work, specifically by encouraging equitable learning environments.
Guidance to support implementation	The state offers the competencies in two user-friendly formats, and provides SEL Student-Friendly Scales that can be used as a rubric to plan and monitor student progress in developing competencies by grade band. The competencies and resources can be found <a href="#">here</a> . At the time of this publication, North Dakota was developing professional learning on SEL.

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OHIO	
General	<p>In <a href="#">Ohio's Strategic Plan for Education</a>, SEL is presented as one of four learning domains along with: Foundational Knowledge and Skills, Well Rounded Content, and Leadership and Reasoning.</p> <p>The <a href="#">Ohio</a> K-12 standards are based on the CASEL framework:</p> <ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Self-Management</li> <li>• Social Awareness</li> <li>• Relationship Skills</li> <li>• Responsive Decision-Making</li> </ul> <p>They were developed using a stakeholder-driven process with educators and counselors.</p> <p>The SEL standards were adopted by the Ohio State Board of Education in June 2019.</p>
Developmental Benchmarks	<p>The standards are organized into four developmental grade bands: K-2, 3-5, middle school, high school.</p>
Equity	<p>The introduction to the standards (in <a href="#">this document</a>) emphasizes the importance of cultural “consciousness” and competency.</p>
Alignment to other priorities	<p>Introduction connects SEL to academics as well as to trauma, culture and safety, whole child, also connects to academics and emphasizes academic integration (through professional learning)</p> <p>One resource, <a href="#">Trauma Informed Schools and Social-Emotional Learning</a>, connects SEL specifically to the issue of trauma.</p> <p>Ohio has also been connecting PBIS and SEL throughout their <a href="#">work</a>.</p>
Guidance to support implementation	<p>The introduction states “Embedding social-emotional learning into the school day already is known to have a positive impact on student safety, culture, performance and success” and the state <a href="#">SEL website</a> links to resources to “<a href="#">deliver support to educators</a>.”</p>

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PENNSYLVANIA	
General	<p><a href="#">Pennsylvania</a> elected to frame SEL as career-ready skills organized into three buckets that are generally aligned with the CASEL framework: self awareness and self-management, establishing and maintaining relationships, and social problem-solving skills.</p> <p>“The Future Ready PA Index is directly tied to Pennsylvania’s Consolidated State Plan for ESSA and establishes comprehensive information about school success.”</p>
Developmental Benchmarks	<p>The resources include <a href="#">a 43 page introduction</a> that articulates developmental benchmarks (aligned PreK-12) with supportive adult practices for each. Grade bands include PreK-K, 1-5, 6-8, and 9-12.</p>
Equity	<p>“A key challenge for 21st-century schools involves serving culturally diverse students with varied abilities and motivations for learning. While many teachers instinctively know that social and emotional skills are important, historically schools have been primarily focused on teaching academic content such as reading, math, science, and history, and less intentional about supporting the social and emotional skills that are important to learning and life success. It cannot be assumed that all students come to school with the career readiness skills that employers seek. The PA CRS are designed to provide a direct pathway to employability for all students as well as serve as a map for our educators to intentionally model, teach, and reinforce these skills.”</p>
Alignment to other priorities	<p>Framed as career readiness, and also includes standards alignment with other academic areas, as well as with their educator observation rubric, known as the Danielson framework.</p> <p>Each career-ready bucket identifies related employability skills, and includes appendices aligning with academics and technology education, as well as helpful infographics.</p> <p>The standards “address career ready skills in the context of teaching and learning for all students.”</p>
Guidance to support implementation	<p>A very extensive <a href="#">toolkit</a> includes resources for each local education agency currently implementing (through readiness, planning, and implementation). The developmental benchmarks also include supportive adult practices and teaching strategies. In addition, there are tools to support classroom skills and family engagement. Finally, Pennsylvania has a course endorsement for SEL.</p>

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RHODE ISLAND	
General	<p>The <a href="#">Rhode Island SEL standards (2017)</a> are based in part on the Oakland, Calif. standards, which were developed as part of Oakland’s participation in the <a href="#">CASEL CDI</a>.</p> <p>The Rhode Island Standards align directly with the CASEL 5 competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.</p>
Developmental Benchmarks	<p>Developmental indicators are provided, and are aligned, preschool through adulthood. Specifically, <a href="#">Rhode Island indicators</a> are provided for birth-5, early elementary, late elementary, middle school, high school, and adult.</p>
Equity	<p>The Rhode Island Department of Education (RIDE) worked to ensure that equity was included in their SEL standards, benchmarks and guidance.</p> <p>An <a href="#">introduction and guidance document</a> provides information on important variables and influences that need to be considered, including family and cultural expectations, trauma, poverty, and disabilities, and how these may impact SEL skills.</p>
Alignment to other priorities	<p>RI connects to academic integration by noting the connection between SEL and academics, as well as teaching practices that support SEL competencies and academic learning. These documents can be found on the <a href="#">SEL page of the RIDE website</a>. Rhode Island also includes SEL on SurveyWorks, their state school climate/culture survey, and has connected the SurveyWorks results to <a href="#">RI’s ESSA Report Card System</a>.</p>
Guidance to support implementation	<p>RI has supported an SEL community of practice for years, and has a listserv to keep educators informed about new developments in SEL. In addition, the state’s SEL website connects to a number of resources to support teaching, including CASEL tools for integrating SEL into practice, teacher stories about their experience with SEL, and available workshops to support SEL. The <a href="#">Introduction and Guidance document</a> was developed to accompany the SEL Indicators.</p>

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TENNESSEE	
General	The <a href="#">Tennessee Social and Personal Competencies (SPC, 2017)</a> align with the CASEL 5 competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making).
Developmental Benchmarks	The Tennessee Social and Personal Competencies (their term for SEL) are organized into developmental grade bands, and one of the only competencies that go to adulthood: K–2, 3–5, 6–8, 9–12, and adult, and they align fairly closely with the state’s preschool standards, with the exception that the Tennessee <a href="#">preschool standards</a> do not include responsible decision-making as the fifth core competency, which some might argue makes sense from a developmental perspective.
Equity	<p>The Tennessee toolkit includes a prompt for administrators to consider equity and culture as they support SPC implementation: Describe how you address the cultural and linguistic differences in language between you and your students and among your students. What do you do if socio-economic, linguistic or cultural language differences lead to confusion or misunderstanding?”</p> <p>In addition, in the toolkit they provide discussion prompts for administrators and teachers to discuss SPC. Questions encourage reflection on equity and culture, for example, “how do you [the teacher] regularly incorporate student interests and cultural heritage” in their teaching practices.</p>
Alignment to other priorities	The Tennessee Social and Personal Competencies explicitly connect to academic integration (through noting the importance of these skills for academics) college/career readiness and mental health/trauma. Specifically, the competencies are linked to state initiatives for post-secondary life for students and trauma informed care. In addition, the competencies align with MTSS, equity, school climate and whole child. The competencies are presented as an optional component of a multi-tiered system of supports. Finally, practices that support SPC are aligned with their teacher evaluation system, so that teachers can connect SPC practices with practices that are encouraged in their observations. Many of these connections can be found in the <a href="#">K-12 Social and Personal Competency Resource Guide</a> .
Guidance to support implementation	<p>In 2015, Tennessee released a Toolkit <a href="#">Incorporating Social and Personal Competencies Into Classroom Instruction and Educator Effectiveness</a> (that also connects to a variety of external resources to support implementation, including the CASEL Guides for selecting evidence-based SEL programs). The Toolkit is organized around and specifically designed to support 10 teaching practices that promote student social and emotional development. In addition, the Tennessee Toolkit offers guidance for beginning to assess student progress including through opportunities for self-reflection.</p> <p>In terms of professional learning, the Tennessee Department of Education collaborated with the Center on Great Teachers and Leaders and the Appalachia Regional Comprehensive Center to develop online modules aligned with each of the 10 practices in the toolkit and designed to inform teaching practices that would support student development of social and personal competencies. The modules are also designed to support adult reflection on the competencies, including own’s own social and personal development as an adult. The modules are presented in recorded presentations as well as guides, PowerPoints and handouts for facilitators, depending on the format.</p>

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WASHINGTON	
General	The Washington Social and Emotional Learning Framework (2016) found on page 11 of an <a href="#">October 2016 report</a> is a state-specific framework developed by the Washington Social Emotional Learning Benchmarks Workgroup. They recently updated this report in <a href="#">2019 with developmental indicators</a> . The framework includes and expands the CASEL competencies to six core competencies: self-awareness, self-management, self-efficacy, social awareness, social management, and social engagement.
Developmental Benchmarks	In Washington State's grade band structure, early elementary is defined as Kindergarten through Grade 3, late elementary is defined as Grades 4 and 5, middle school is defined as Grades 6–8, and high school/adult is defined as Grade 9 and above.
Equity	<p>The report by the Benchmarks group recommends: "To implement SEL effectively and equitably schools will need to (1) start by evaluating and building school and classroom environments that are conducive to SEL; (2) incorporate principles of universal design for learning when adapting SEL curricula to their unique climate; (3) emphasize equity in the selection and implementation of curriculum; and (4) take a holistic approach, understanding that each person (child and adult) will start at different places and progress in different ways along an SEL continuum."</p> <p>The document also mentions that "... effective implementation of SEL requires intentional work on improving the climate and culture of the education system. Equity needs to be a lens and focus of the implementation of SEL throughout the process."</p> <p>The framework proposed by the Washington Benchmarks Working Group is designed to support continual adaptation to ensure that SEL approaches will be equitable for all students regardless of culture or background.</p> <p>In addition, to support teaching practices that reflect equity, Washington integrated culturally responsive practices and equity throughout five online learning modules they developed to support SEL statewide (described below under "Supports for Implementation."</p>
Alignment to other priorities	The Washington State Social Emotional Learning Standards and Benchmarks align with academic integration, college and career readiness, equity and cultural responsiveness, mental health and trauma (ACES), whole child approach, and school climate. They do this in both their report, <a href="#">Addressing Social Emotional Learning in Washington's K-12 Public Schools</a> , on their website, and in their online modules (see below).
Guidance to support implementation	<p>The state made a decision early on to develop online professional learning modules to support educator awareness and understanding of SEL. The <a href="#">modules</a> are structured into six <a href="#">distinct segments</a>.</p> <ul style="list-style-type: none"> <li>• Learning Segment 1: Introduction to SEL</li> <li>• Learning Segment 2: Embedding SEL Schoolwide</li> <li>• Learning Segment 3: Creating a Professional Culture Based on SEL</li> <li>• Learning Segment 4: Integrating SEL into Culturally Responsive Classrooms</li> <li>• Learning Segment 5: Trauma-Informed SEL</li> <li>• Learning Segment 6: Identifying and Selecting Evidence-Based Programs</li> </ul> <p>The SEL workgroup just submitted over 260 pages across multiple documents to the Washington state legislature with the intent to further support SEL in K-12 schools across Washington state. Some key documents found in this <a href="#">legislative report</a> include:</p> <ul style="list-style-type: none"> <li>• Washington Social Emotional Learning Implementation Guide</li> <li>• Social Emotional Learning Standards, Benchmarks, and Indicators</li> <li>• 5 Washington SEL Implementation Briefs: For Education Leaders, Educators, Parents and Families, Community and Youth Development Organizations, and Focus on Culturally Responsive Practices</li> <li>• Stakeholder Feedback and Community Outreach Summary: Social Emotional Learning Indicator Development</li> <li>• K-12 Social and Emotional Learning Across Washington: A Statewide Landscape Scan</li> <li>• SEL and Equity: Current Issues and Considerations</li> </ul>

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WEST VIRGINIA	
General	<p>West Virginia policies are frequently updated and have changed over the years. Currently the state’s policies regarding social and emotional skills are reflected in Policy 2520.19 which can be found on the state’s <a href="#">website</a>. Specifically, Policy 2520.19 organizes College- and Career-Readiness Dispositions and Standards for Student Success (K-12). These dispositions and standards support social and emotional development and are organized into a state specific framework designed to:</p> <ul style="list-style-type: none"> <li>• Increase interpersonal and social skills</li> <li>• Refine learning, study and work habits</li> <li>• Consider career and life goal</li> <li>• Adopt practices that support global citizenship</li> </ul>
Developmental Benchmarks	Developmental dispositions are presented for: K-2, 3-5, 6-8, 9-12.
Equity	NA
Alignment to other priorities	The state connects to academic integration (through crosswalks with academic standards), college and career in crosswalks with 21st Century Learning; <a href="#">Crosswalk for 21st Century Content Standards and Objectives for West Virginia Schools</a> .
Guidance to support implementation	<p>West Virginia provides crosswalks of the standards with Wellness And Health Education; Social Studies; Guidance and Counseling; Learning Skills and Technology Tools; Early Learning Standards Framework; Health Education; Physical Education; PK-K. Alignment documents can be found here:</p> <ul style="list-style-type: none"> <li>• <a href="#">Self-Awareness and Self-Management</a></li> <li>• <a href="#">Social-Awareness and Interpersonal Skills</a></li> <li>• <a href="#">Decision-Making and Responsible Behaviors</a></li> <li>• <a href="#">Next Gen CSO’S Crosswalk PK-1 (Courtesy of Monongalia County Schools)</a></li> <li>• <a href="#">Next Gen CSO’S Crosswalk 2-4 (Courtesy of Monongalia County Schools)</a></li> <li>• <a href="#">Next Gen CSO’S Crosswalk 5-8 (Courtesy of Monongalia County Schools)</a></li> <li>• <a href="#">Next Gen CSO’S Crosswalk 9-12(Courtesy of Monongalia County Schools)</a></li> </ul>

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WISCONSIN															
General	<p>The <a href="#">Wisconsin PreK-Adult Social and Emotional Learning Competencies (2018)</a> reflect a state specific framework that covers the CASEL 5 core competencies within the following overarching structure:</p> <ul style="list-style-type: none"> <li>• Emotional Development (Self Awareness, Self Management, Focus Attention, Social Awareness)</li> <li>• Self-Concept (Self Awareness, Self Management)</li> <li>• Social Competence (Social Awareness, Relationship Skills, Decision Making)</li> </ul>														
Developmental Benchmarks	<p>The competencies are organized developmentally into grade bands, and is one of the only states that currently mentions adulthood: PreK-K, 1st-3rd, 4th-5th, 6th-8th, 9th-10th, 11th-adult, including PreK, so they are determined by us to be aligned from PK through high school.</p>														
Equity	<p>Wisconsin’s state superintendent convened an Equity Council to assist with developing the state’s ESSA plan. The council opted to continue working on how to communicate about SEL and equity, how to help districts implement the SEL competencies equitably, and how agencies/groups can support districts in this work. The council includes legislators, advocacy groups, parent and family groups, and higher education representatives.</p> <p>The Wisconsin Department of Public Instruction collaborated with the Wisconsin RTI Center and the Disproportionality Technical Assistance Network to create a <a href="#">Model to Inform Culturally Responsive Practice</a>, which includes guidance on communicating the benefit of SEL for all students, and how to implement in ways that are culturally and linguistically responsive, how to engage families and communities in culturally relevant ways.</p> <p>On its website, Wisconsin includes <a href="#">Minnesota Great Lakes Equity Center SEL Implementation Guidance</a></p> <p>The website also links to <a href="#">CASEL’s 2018 February 5th webinar</a> with Rob Jagers and shares some of the ways in which CASEL is advancing work on equity and social and emotional learning (SEL).</p>														
Alignment to other priorities	<p>The Wisconsin PreK-Adult Social and Emotional Learning Competencies connect to academic integration, college and career readiness, equity, mental health, school climate, and PBIS, including in the resources provided. Much of this can be found in their <a href="#">Wisconsin Social and Emotional Competencies</a>.</p>														
Guidance to support implementation	<p>Wisconsin has developed resources to support implementation on <a href="#">their website</a>. Some of the tools and resources include:</p> <ul style="list-style-type: none"> <li>• Wisconsin invited nationally available SEL programs (including BARR, PATHs, Positive Action, Responsive Classroom, School Connect, and Second Step) to create crosswalks to indicate how their program aligned with the Wisconsin SEL framework. See <a href="#">Wisconsin SEL Competencies Alignment with Evidence-based Programs</a>.</li> <li>• In terms of professional learning, Wisconsin hosts meetings and webinars to support implementation of SEL statewide.</li> <li>• Wisconsin shares Social and Emotional Learning District Case Studies on its SEL website, to provide examples of how districts are supporting SEL across the state (including <a href="#">Mequon-Thiensville School District</a>; <a href="#">Adams-Friendship School District</a>; and <a href="#">Milwaukee Public Schools</a>)</li> <li>• In terms of state-specific guidance on assessment, Wisconsin links to state-specific scales that are designed to also assess quality of implementation by grade band:</li> </ul> <table border="1"> <thead> <tr> <th>Grade Band</th> <th>Assessment Scale</th> </tr> </thead> <tbody> <tr> <td>PK - 5K</td> <td><a href="#">Grades PK-5K Social and Emotional Learning Competencies Scale</a></td> </tr> <tr> <td>1 - 3</td> <td><a href="#">Grades 1-3 Social and Emotional Learning Competencies Scale</a></td> </tr> <tr> <td>4 - 5</td> <td><a href="#">Grades 4-5 Social and Emotional Learning Competencies Scale</a></td> </tr> <tr> <td>6 - 8</td> <td><a href="#">Grades 6-8 Social and Emotional Learning Competencies Scale</a></td> </tr> <tr> <td>9 - 10</td> <td><a href="#">Grades 9-10 Social and Emotional Learning Competencies Scale</a></td> </tr> <tr> <td>11 - Adult</td> <td><a href="#">Grades 11-Adult Social and Emotional Learning Competencies Scale</a></td> </tr> </tbody> </table> <p>The state has launched an <a href="#">SEL Development Tracker survey suite</a>. Assessment tools align with the state’s competencies and include surveys of student skills, adult skills, and teaching practices.</p> <p>Wisconsin also connects to an extensive array of high-quality, external resources to support implementation of the state framework.</p>	Grade Band	Assessment Scale	PK - 5K	<a href="#">Grades PK-5K Social and Emotional Learning Competencies Scale</a>	1 - 3	<a href="#">Grades 1-3 Social and Emotional Learning Competencies Scale</a>	4 - 5	<a href="#">Grades 4-5 Social and Emotional Learning Competencies Scale</a>	6 - 8	<a href="#">Grades 6-8 Social and Emotional Learning Competencies Scale</a>	9 - 10	<a href="#">Grades 9-10 Social and Emotional Learning Competencies Scale</a>	11 - Adult	<a href="#">Grades 11-Adult Social and Emotional Learning Competencies Scale</a>
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