

Alignment of Washington SEL Standards and CASEL SEL Competence Areas



Washington Office of Superintendent of
PUBLIC INSTRUCTION

In 2020, Superintendent of Public Instruction Chris Reykdal formally adopted the [Washington Social Emotional Learning \(SEL\) Standards and Benchmarks](#). Washington’s SEL Standards and Benchmarks were developed by a team of practitioners and experts with knowledge of SEL-related topics and outline fundamental social emotional skills for life effectiveness. In addition, Washington has a set of observable developmental [Indicators](#) for each Benchmark.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a national organization that provides SEL-related information, guidance, and resources. CASEL has articulated an [SEL framework](#) which is grounded in five core SEL Competence Areas. Each Competence Area has a definition followed by a list of examples (which we refer to as the CASEL Subcompetencies). Many SEL programs, policies, and tools are based on the CASEL framework.

At the request of the Washington Office of Superintendent of Public Instruction (OSPI), American Institutes for Research (AIR) conducted an alignment analysis of the Washington SEL Standards and the CASEL SEL Competence Areas by examining the relationship between each of the Washington Benchmarks and each of the CASEL Examples. The following table provides a summary view of that analysis. The shading of the box indicates the extent of alignment for the specific Standard and Competency pairing. The darker shading indicates strong alignment.¹ **The tables on the following pages show the detailed alignment for each pairing of Washington Benchmarks and CASEL Subcompetencies.²**

STRONG ALIGNMENT
 LIMITED ALIGNMENT
 NO ALIGNMENT

CASEL SEL COMPETENCE AREAS	WASHINGTON SEL STANDARDS					
	SELF-AWARENESS	SELF-MANAGEMENT	SELF-EFFICACY	SOCIAL AWARENESS	SOCIAL MANAGEMENT	SOCIAL ENGAGEMENT
SELF-AWARENESS						
SELF-MANAGEMENT						
RESPONSIBLE DECISION- MAKING						
RELATIONSHIP SKILLS						
SOCIAL AWARENESS						

SELF-AWARENESS

The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one’s strengths and limitations with a wellgrounded sense of confidence and purpose. Such as:

INTEGRATING PERSONAL AND SOCIAL IDENTITIES

IDENTIFYING PERSONAL, CULTURAL, AND LINGUISTIC ASSETS

IDENTIFYING ONE’S EMOTIONS

DEMONSTRATING HONESTY AND INTEGRITY

LINKING FEELINGS, VALUES, AND THOUGHTS

EXAMINING PREJUDICES AND BIASES

EXPERIENCING SELF-EFFICACY

HAVING A GROWTH MINDSET

DEVELOPING INTERESTS AND A SENSE OF PURPOSE

SELF-AWARENESS

Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports

 STRONG ALIGNMENT

 LIMITED ALIGNMENT

 NO ALIGNMENT

BENCHMARK 1A











Demonstrates awareness and understanding of one’s own emotions and emotions’ influence on behavior

BENCHMARK 1B

Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets

BENCHMARK 1C

Demonstrates self-awareness and understanding of external influences, e.g., culture, family, school, and community resources and supports

CASEL SEL COMPETENCY AREA
SELF-MANAGEMENT

The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

MANAGING ONE’S EMOTIONS

EXHIBITING SELF-DISCIPLINE AND SELF-MOTIVATION

IDENTIFYING AND USING STRESS-MANAGEMENT STRATEGIES

SETTING PERSONAL AND COLLECTIVE GOALS

USING PLANNING AND ORGANIZATIONAL SKILLS

SHOWING THE COURAGE TO TAKE INITIATIVE

DEMONSTRATING PERSONAL AND COLLECTIVE AGENCY

WASHINGTON SEL STANDARD 1
SELF-AWARENESS

Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports

BENCHMARK 1A

Demonstrates awareness and understanding of one’s own emotions and emotions’ influence on behavior

BENCHMARK 1B

Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets

BENCHMARK 1C

Demonstrates self-awareness and understanding of external influences, e.g., culture, family, school, and community resources and supports

 STRONG ALIGNMENT  LIMITED ALIGNMENT  NO ALIGNMENT

RESPONSIBLE DECISION-MAKING

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

DEMONSTRATING CURIOSITY
AND OPEN-MINDEDNESS

IDENTIFYING SOLUTIONS FOR
PERSONAL AND SOCIAL PROBLEMS

LEARNING TO MAKE A REASONED
JUDGMENT AFTER ANALYZING
INFORMATION, DATA, FACTS

ANTICIPATING AND EVALUATING THE
CONSEQUENCES OF ONE'S ACTIONS

RECOGNIZING HOW CRITICAL THINKING
SKILLS ARE USEFUL BOTH INSIDE & OUTSIDE
OF SCHOOL

REFLECTING ON ONE'S ROLE TO PROMOTE
PERSONAL, FAMILY, AND COMMUNITY
WELL-BEING

EVALUATING PERSONAL, INTERPERSONAL,
COMMUNITY, AND INSTITUTIONAL IMPACTS

SELF-AWARENESS

Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports

BENCHMARK 1A

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Demonstrates self-awareness and understanding of external influences, e.g., culture, family, school, and community resources and supports

STRONG
ALIGNMENT

LIMITED
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NO ALIGNMENT

CASEL SEL COMPETENCY AREA
SOCIAL AWARENESS

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

TAKING OTHERS' PERSPECTIVES

RECOGNIZING STRENGTHS IN OTHERS

DEMONSTRATING EMPATHY AND COMPASSION

SHOWING CONCERN FOR THE FEELINGS OF OTHERS

UNDERSTANDING AND EXPRESSING GRATITUDE

IDENTIFYING DIVERSE SOCIAL NORMS, INCLUDING UNJUST ONES

RECOGNIZING SITUATIONAL DEMANDS AND OPPORTUNITIES

UNDERSTANDING THE INFLUENCES OF ORGANIZATIONS/SYSTEMS ON BEHAVIOR

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EXAMINING PREJUDICES AND BIASES

EXPERIENCING SELF-EFFICACY

HAVING A GROWTH MINDSET

DEVELOPING INTERESTS AND A SENSE OF PURPOSE

WASHINGTON SEL STANDARD 2
SELF-MANAGEMENT


Individual has the ability to regulate emotions, thoughts, and behaviors


BENCHMARK 2A


Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways

BENCHMARK 2B

Demonstrates responsible decision-making and problem-solving skills

 STRONG ALIGNMENT

 LIMITED ALIGNMENT

 NO ALIGNMENT

CASEL SEL COMPETENCY AREA
SELF-MANAGEMENT

The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

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USING PLANNING AND ORGANIZATIONAL SKILLS

SHOWING THE COURAGE TO TAKE INITIATIVE

DEMONSTRATING PERSONAL AND COLLECTIVE AGENCY

WASHINGTON SEL STANDARD 2
SELF-MANAGEMENT


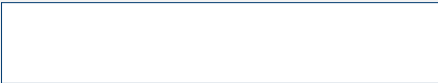



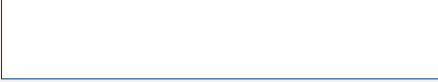
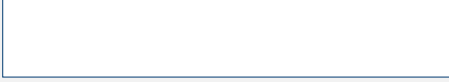
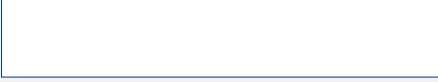






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BENCHMARK 2B

Demonstrates responsible decision-making and problem-solving skills

 STRONG ALIGNMENT

 LIMITED ALIGNMENT

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RESPONSIBLE DECISION-MAKING

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

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 LIMITED ALIGNMENT
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CASEL SEL COMPETENCY AREA
RELATIONSHIP SKILLS

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

COMMUNICATING EFFECTIVELY

DEVELOPING POSITIVE RELATIONSHIPS

DEMONSTRATING CULTURAL COMPETENCY

PRACTICING TEAMWORK AND COLLABORATIVE PROBLEM-SOLVING

RESOLVING CONFLICTS CONSTRUCTIVELY

RESISTING NEGATIVE SOCIAL PRESSURE

SHOWING LEADERSHIP IN GROUPS

SEEKING OR OFFERING SUPPORT AND HELP WHEN NEEDED

STANDING UP FOR THE RIGHTS OF OTHERS

WASHINGTON SEL STANDARD 2
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CASEL SEL COMPETENCY AREA

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DECISION-MAKING**

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WELL-BEING

EVALUATING PERSONAL, INTERPERSONAL,
COMMUNITY, AND INSTITUTIONAL IMPACTS

WASHINGTON SEL STANDARD 3

SELF-EFFICACY

Individual has the ability to motivate themselves, persevere, and see themselves as capable

 STRONG ALIGNMENT

 LIMITED ALIGNMENT

 NO ALIGNMENT

BENCHMARK 3A

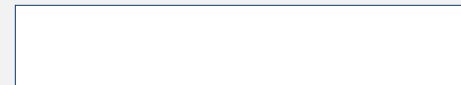
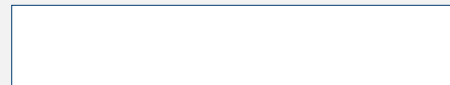
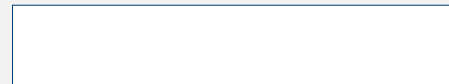
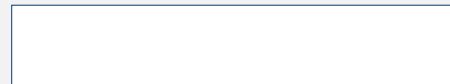
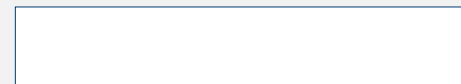
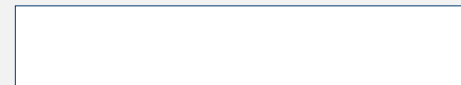
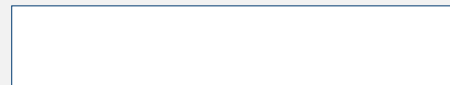
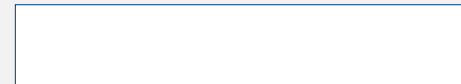
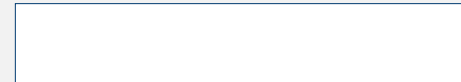
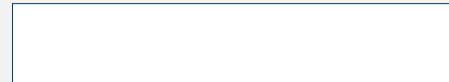
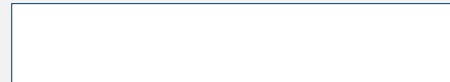
Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals

BENCHMARK 3B

Demonstrates problem-solving skills to engage responsibly in a variety of situations

BENCHMARK 3C

Demonstrate awareness and ability to speak on behalf of personal rights and advocacy



CASEL SEL COMPETENCY AREA
RELATIONSHIP SKILLS

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

COMMUNICATING EFFECTIVELY

DEVELOPING POSITIVE RELATIONSHIPS

DEMONSTRATING CULTURAL COMPETENCY

PRACTICING TEAMWORK AND COLLABORATIVE PROBLEM-SOLVING

RESOLVING CONFLICTS CONSTRUTIVELY

RESISTING NEGATIVE SOCIAL PRESSURE

SHOWING LEADERSHIP IN GROUPS

SEEKING OR OFFERING SUPPORT AND HELP WHEN NEEDED

STANDING UP FOR THE RIGHTS OF OTHERS

WASHINGTON SEL STANDARD 3
SELF-EFFICACY

Individual has the ability to motivate themselves, persevere, and see themselves as capable

 STRONG ALIGNMENT
 LIMITED ALIGNMENT
 NO ALIGNMENT

BENCHMARK 3A




Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals

BENCHMARK 3B

Demonstrates problem-solving skills to engage responsibly in a variety of situations

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Demonstrate awareness and ability to speak on behalf of personal rights and advocacy

CASEL SEL COMPETENCY AREA
SELF-MANAGEMENT

The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

MANAGING ONE’S EMOTIONS

EXHIBITING SELF-DISCIPLINE AND SELF-MOTIVATION

IDENTIFYING AND USING STRESS-MANAGEMENT STRATEGIES

SETTING PERSONAL AND COLLECTIVE GOALS

USING PLANNING AND ORGANIZATIONAL SKILLS

SHOWING THE COURAGE TO TAKE INITIATIVE

DEMONSTRATING PERSONAL AND COLLECTIVE AGENCY

WASHINGTON SEL STANDARD 4
SOCIAL AWARENESS

Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures

BENCHMARK 4A

Demonstrates awareness of other people’s emotions, perspectives, cultures, languages, histories, identities, and abilities

BENCHMARK 4B

Demonstrates an awareness and respect for similarities and differences among community, cultural and social groups

BENCHMARK 4C

Demonstrates an understanding of the variation within and across cultures

 STRONG ALIGNMENT

 LIMITED ALIGNMENT

 NO ALIGNMENT

RESPONSIBLE DECISION-MAKING

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

DEMONSTRATING CURIOSITY
AND OPEN-MINDEDNESS

IDENTIFYING SOLUTIONS FOR
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LEARNING TO MAKE A REASONED
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SOCIAL AWARENESS

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Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities

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STRONG
ALIGNMENT



LIMITED
ALIGNMENT



NO ALIGNMENT

CASEL SEL COMPETENCY AREA
SOCIAL AWARENESS

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

TAKING OTHERS' PERSPECTIVES

RECOGNIZING STRENGTHS IN OTHERS

DEMONSTRATING EMPATHY AND COMPASSION

SHOWING CONCERN FOR THE FEELINGS OF OTHERS

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IDENTIFYING DIVERSE SOCIAL NORMS, INCLUDING UNJUST ONES

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SOCIAL AWARENESS

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WASHINGTON SEL STANDARD 5
SOCIAL MANAGEMENT

Individual has the ability to make safe and constructive choices about personal behavior and social interactions

BENCHMARK 5A

Demonstrates a range of communication and social skills to interact effectively with others

BENCHMARK 5B

Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways

BENCHMARK 5C

Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability

 STRONG ALIGNMENT

 LIMITED ALIGNMENT

 NO ALIGNMENT

RESPONSIBLE DECISION-MAKING

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

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SOCIAL MANAGEMENT

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 STRONG ALIGNMENT

 LIMITED ALIGNMENT

 NO ALIGNMENT

BENCHMARK 5A

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BENCHMARK 5C

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RELATIONSHIP SKILLS

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

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STANDING UP FOR THE RIGHTS OF OTHERS

WASHINGTON SEL STANDARD 5
SOCIAL MANAGEMENT

Individual has the ability to make safe and constructive choices about personal behavior and social interactions

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BENCHMARK 5A



















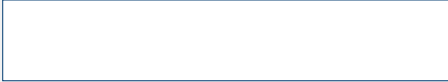
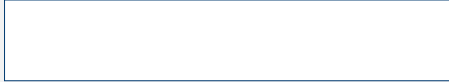
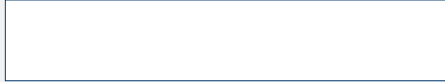






Demonstrates a range of communication and social skills to interact effectively with others

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Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways

BENCHMARK 5C

Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability

CASEL SEL COMPETENCY AREA
SOCIAL AWARENESS

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

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UNDERSTANDING AND EXPRESSING GRATITUDE

IDENTIFYING DIVERSE SOCIAL NORMS, INCLUDING UNJUST ONES

RECOGNIZING SITUATIONAL DEMANDS AND OPPORTUNITIES

UNDERSTANDING THE INFLUENCES OF ORGANIZATIONS/SYSTEMS ON BEHAVIOR

WASHINGTON SEL STANDARD 5
SOCIAL MANAGEMENT

Individual has the ability to make safe and constructive choices about personal behavior and social interactions

BENCHMARK 5A

Demonstrates a range of communication and social skills to interact effectively with others

BENCHMARK 5B

Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways

BENCHMARK 5C

Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability

STRONG ALIGNMENT
 LIMITED ALIGNMENT
 NO ALIGNMENT

CASEL SEL COMPETENCY AREA
SELF-AWARENESS

The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one’s strengths and limitations with a wellgrounded sense of confidence and purpose. Such as:

INTEGRATING PERSONAL AND SOCIAL IDENTITIES

IDENTIFYING PERSONAL, CULTURAL, AND LINGUISTIC ASSETS

IDENTIFYING ONE’S EMOTIONS

DEMONSTRATING HONESTY AND INTEGRITY

LINKING FEELINGS, VALUES, AND THOUGHTS

EXAMINING PREJUDICES AND BIASES

EXPERIENCING SELF-EFFICACY

HAVING A GROWTH MINDSET

DEVELOPING INTERESTS AND A SENSE OF PURPOSE

WASHINGTON SEL STANDARD 6
SOCIAL ENGAGEMENT

Individual has the ability to consider others and show a desire to contribute to the well-being of school and community

 STRONG ALIGNMENT
 LIMITED ALIGNMENT
 NO ALIGNMENT

BENCHMARK 6A




Demonstrates a sense of school and community responsibility

BENCHMARK 6B

Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals

BENCHMARK 6C

Contributes productively to one’s school, workplace, and community

CASEL SEL COMPETENCY AREA
SELF-MANAGEMENT

The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

MANAGING ONE’S EMOTIONS

EXHIBITING SELF-DISCIPLINE AND SELF-MOTIVATION

IDENTIFYING AND USING STRESS-MANAGEMENT STRATEGIES

SETTING PERSONAL AND COLLECTIVE GOALS

USING PLANNING AND ORGANIZATIONAL SKILLS

SHOWING THE COURAGE TO TAKE INITIATIVE

DEMONSTRATING PERSONAL AND COLLECTIVE AGENCY

WASHINGTON SEL STANDARD 6
SOCIAL ENGAGEMENT

Individual has the ability to consider others and show a desire to contribute to the well-being of school and community

BENCHMARK 6A

Demonstrates a sense of school and community responsibility

BENCHMARK 6B

Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals

BENCHMARK 6C

Contributes productively to one’s school, workplace, and community

 STRONG ALIGNMENT  LIMITED ALIGNMENT  NO ALIGNMENT

RESPONSIBLE DECISION-MAKING

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

DEMONSTRATING CURIOSITY
AND OPEN-MINDEDNESS

IDENTIFYING SOLUTIONS FOR
PERSONAL AND SOCIAL PROBLEMS

LEARNING TO MAKE A REASONED
JUDGMENT AFTER ANALYZING
INFORMATION, DATA, FACTS

ANTICIPATING AND EVALUATING THE
CONSEQUENCES OF ONE'S ACTIONS

RECOGNIZING HOW CRITICAL THINKING
SKILLS ARE USEFUL BOTH INSIDE & OUTSIDE
OF SCHOOL

REFLECTING ON ONE'S ROLE TO PROMOTE
PERSONAL, FAMILY, AND COMMUNITY
WELL-BEING

EVALUATING PERSONAL, INTERPERSONAL,
COMMUNITY, AND INSTITUTIONAL IMPACTS

SOCIAL ENGAGEMENT

Individual has the ability to consider others and show a desire to contribute to the well-being of school and community

BENCHMARK 6A

Demonstrates a sense of school and community responsibility

BENCHMARK 6B

Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals

BENCHMARK 6C

Contributes productively to one's school, workplace, and community

STRONG ALIGNMENT

LIMITED ALIGNMENT

NO ALIGNMENT

CASEL SEL COMPETENCY AREA
RELATIONSHIP SKILLS

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

COMMUNICATING EFFECTIVELY

DEVELOPING POSITIVE RELATIONSHIPS

DEMONSTRATING CULTURAL COMPETENCY

PRACTICING TEAMWORK AND COLLABORATIVE PROBLEM-SOLVING

RESOLVING CONFLICTS CONSTRUTIVELY

RESISTING NEGATIVE SOCIAL PRESSURE

SHOWING LEADERSHIP IN GROUPS

SEEKING OR OFFERING SUPPORT AND HELP WHEN NEEDED

STANDING UP FOR THE RIGHTS OF OTHERS

WASHINGTON SEL STANDARD 6
SOCIAL ENGAGEMENT

Individual has the ability to consider others and show a desire to contribute to the well-being of school and community

 STRONG ALIGNMENT
 LIMITED ALIGNMENT
 NO ALIGNMENT

BENCHMARK 6A






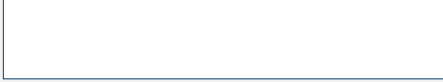












Demonstrates a sense of school and community responsibility

BENCHMARK 6B

Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals

BENCHMARK 6C

Contributes productively to one's school, workplace, and community

CASEL SEL COMPETENCY AREA
SOCIAL AWARENESS

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

TAKING OTHERS' PERSPECTIVES

RECOGNIZING STRENGTHS IN OTHERS

DEMONSTRATING EMPATHY AND COMPASSION

SHOWING CONCERN FOR THE FEELINGS OF OTHERS

UNDERSTANDING AND EXPRESSING GRATITUDE

IDENTIFYING DIVERSE SOCIAL NORMS, INCLUDING UNJUST ONES

RECOGNIZING SITUATIONAL DEMANDS AND OPPORTUNITIES

UNDERSTANDING THE INFLUENCES OF ORGANIZATIONS/SYSTEMS ON BEHAVIOR

WASHINGTON SEL STANDARD 6
SOCIAL ENGAGEMENT

Individual has the ability to consider others and show a desire to contribute to the well-being of school and community

BENCHMARK 6A

Demonstrates a sense of school and community responsibility

BENCHMARK 6B

Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals

BENCHMARK 6C

Contributes productively to one's school, workplace, and community

 STRONG ALIGNMENT

 LIMITED ALIGNMENT

 NO ALIGNMENT

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¹ Strong alignment means that at least half of the Washington Benchmarks have at least one alignment point with a CASEL Subcompetency and at least half of the CASEL Subcompetencies have at least one alignment point with a Washington Benchmark.

² To further understand each of the Washington Benchmarks, the research team reviewed the underlying Indicators associated with the Benchmark; in general, when the alignment with the CASEL Subcompetency was not obvious from the Benchmark wording, we required a consistent thread across the developmental bands in the Indicator in order to demonstrate any level of alignment. We recognize that multiple SEL skills relate to and are dependent on one another. Thus, we tried to focus on core alignment across the developmental spectrum.

