

Early Elementary: AGENCY & SEL Competencies

Content directly from California Department of Education: [California Transformative SEL Competencies](#)

Transformative Social and Emotional Learning (SEL) Competencies describe the knowledge, skills, dispositions, and capacities that children and young people can develop when the conditions are supportive to their healthy, whole development.

Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision Making
<p>1.F.1. Students reflect on experiences as the causes of certain emotions. Students recognize the purpose of emotions and name simple ways their emotions influence their decisions and behavior.</p> <p>1.G.1. Students are aware of, and distinguish between, their wants and needs. Students can name their strengths such as skills, knowledge, or talents.</p> <p>1.H.1. Students believe in their capacity to learn and that they are capable, important community members. Students practice having an optimistic outlook.</p>	<p>2.F.1. Students identify personal and collective goals and name simple steps to achieve them.</p> <p>2.G.1. Students begin practicing self-monitoring thoughts and actions and asking for help to stay motivated and focused. Students are aware of their body during active listening. Students are able to identify when they are focused and paying attention.</p> <p>2.H.1. Students keep their spaces and belongings organized with guidance.</p>	<p>3.F.1. Students describe and demonstrate fairness toward others. Students can describe how rules can benefit some people over others. Students cooperate and play with peers respectfully.</p> <p>3.G.1. Students name ways that they can contribute to or participate in groups and communities and how they can be helpful, fair, compassionate, and respectful to those in other groups or communities.</p>	<p>4.E.1. Students identify and talk through a problem and generate solutions with others.</p> <p>4.F.1. Students can effectively apologize by recognizing what happened and owning their own actions.</p> <p>4.G.1. Students communicate their own ideas, wants, and needs without negatively impacting others.</p> <p>4.H.1. Students recognize all people have the right to be treated fairly. Students understand the difference between tattling and reporting and know when it is important to report something to an adult.</p>	<p>5.F.1. Students can explain and begin to practice stop, think, act strategies.</p> <p>5.G.1. Students can name the likely consequences of their actions with support. Students explore cause and effect and how choices can have impacts far beyond themselves.</p>
<p><u>T-SEL Competencies: Self-Awareness</u></p>	<p><u>T-SEL Competencies: Self-Management</u></p>	<p><u>T-SEL Competencies: Social Awareness</u></p>	<p><u>T-SEL Competencies Relationship Skills</u></p>	<p><u>T-SEL Competencies Responsible Decision-Making</u></p>



Late Elementary: AGENCY & SEL Competencies

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Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision Making
<p>1.F.2. Students recognize how their emotions are information they can choose to harness and use. Students understand that there are no “bad” emotions and that their feeling states can be changed intentionally.</p> <p>1.G.2. Students articulate their needs in constructive ways. Students begin to develop a sense of personal purpose and feel that their lives are important and meaningful.</p> <p>1.H.2. Students are more accurate in their perceptions and gain confidence in their own thoughts and well-founded opinions but are open to trying and listening to new and different ideas.</p>	<p>2.F.2. Students identify short and longer term personal and collective goals that are meaningful to them and demonstrate strategies that work for them to achieve those goals.</p> <p>2.G.2. Students use personally relevant strategies, like self-talk, to get and stay motivated. Students can identify distractions and know and apply simple solutions to overcome them.</p> <p>2.H.2. Students practice managing their own time, organizing their materials, and gathering what is needed for a task or activity.</p>	<p>3.F.2. Students can work cooperatively in a diverse group of peers. Students identify their own basic rights and the rights of others. Students begin to understand how bias, prejudice, stereotypes, and racism can play a role in how people act and make decisions. Students can give examples of how these issues can disrupt or harm groups in our society.</p> <p>3.G.2. Students explore the importance and power of community participation and service. Students collaborate with others to identify ways to contribute productively to their learning community.</p>	<p>4.E.2. Students use constructive strategies to communicate their perspective and listen openly to the perspectives of others to solve a problem.</p> <p>4.F.2. Students practice acknowledging their role in a conflict, how others were hurt, what they could do differently in the future, and how to repair harm and move forward constructively.</p> <p>4.G.2. Students can communicate assertively and respectfully. Students advocate for their needs and compromise with others.</p> <p>4.H.2. Students recognize all people have the right to human dignity and justice. Students demonstrate upstander strategies, such as distraction and removing targets from bullying situations.</p>	<p>5.F.2. Students know and regularly practice decision-making strategies and use critical thinking to identify choices that result in the best outcomes for all involved.</p> <p>5.G.2. Students anticipate consequences of their own and other’s actions with increasing accuracy. Students identify the impact of different activities and opportunities on themselves, their relationships, and learning contexts.</p>
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Middle School: AGENCY & SEL Competencies

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Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision Making
<p>1.F.3. Students recognize the connection between their thoughts, emotions, and behavior based on brain science. Students recognize how they express their emotions may be influenced by their culture and experiences.</p> <p>1.G.3. Students develop a sense of personal power and can identify and use their personal, social, and cultural assets in healthy ways.</p> <p>1.H.3. Students examine and reflect on how beliefs about themselves and about learning intersect (mastery orientation versus performance orientation) and the impact on their optimism and confidence.</p>	<p>2.F.3. Students identify and work toward incremental personal and collective goals in pursuit of longer-term, achievements. Students identify and commit to roles in achieving collective goals. Students begin to examine how to balance personal and collective goals.</p> <p>2.G.3. Students can create and follow routines, independently adapt to challenges and distractions, and apply perseverance strategies that work for them.</p> <p>2.H.3. Students take an active role in managing their time, activities, and responsibilities.</p>	<p>3.F.3. Students examine and reflect on how individuals act on their explicit and implicit bias, how some policies can contribute to injustice, and the damaging impact this can have on others and our society. Students explore intent versus impact.</p> <p>3.G.3. Students accurately recognize inequities and community needs and collaborate with adults and peers to take action on real world issues in support of a more inclusive, caring, healthy, and just community.</p>	<p>4.E.3. Students work with peers and adults to come up with mutually acceptable solutions that address underlying concerns on both sides.</p> <p>4.F.3. Students proactively use restorative approaches, including restorative questions in conflicts. Students increasingly take responsibility for harm they may cause and look for opportunities to repair relationships. Students practice forgiveness.</p> <p>4.G.3. Students learn and practice nonviolent communication strategies. Students use their strengths to: improve communication; voice opinions directly, with tact; and advocate to have their wants and needs met. Students engage in respectful negotiation.</p> <p>4.H.3. Students examine and reflect on the concept of microaggression. Students understand allyship and the bystander effect. Students understand that allyship is a continuous process that includes ongoing self-reflection.</p>	<p>5.F.3. Students deepen their understanding of critical thinking and how to use discernment in making judgements and decisions. Students apply these skills with media messages and online sources.</p> <p>5.G.3. Students anticipate the most likely consequences of their own and others' actions. Students identify the impacts of choices on their short- or longer- term goals and on their wider community, country, and the planet.</p>
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High School: AGENCY & SEL Competencies

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<p>1.F.4. Students deepen their understanding of brain and body connections and how behavior is shaped by culture and lived experiences. Students can assess and respond to their environment by choosing to code-switch.</p> <p>1.G.3. Students identify and apply their personal strengths and assets to deepen their sense of power and pursue their purpose.</p> <p>1.H.3. Students deepen and build a more nuanced understanding of self-efficacy by embracing and leveraging mistakes as opportunities for growth, displaying a well-developed mastery orientation to learning.</p>	<p>2.F.4. Students continuously strive toward meaningful, specific personal short- and long-term goals. Students contribute to collective goal setting and achievement by identifying Specific, Measurable, Actionable, Relevant, Time-bound, Equity-Focused (SMARTER) goals. Students use their voice and choice to demonstrate personal and collective agency.</p> <p>2.G.4. Students identify and apply a variety of culturally relevant and identity affirming strategies to stay motivated and disciplined in order to persevere in achieving their goals.</p> <p>2.H.4. Students proactively use several time management strategies to organize their class work, extracurricular activities, work, family responsibilities, and other commitments.</p>	<p>3.F.4. Students are deepening their knowledge about how power and privilege can perpetuate inequities. Students understand the historical and ongoing individual and institutional impacts of bias, racism, misogyny, inequality, and patterns of injustice, including the rights of different groups.</p> <p>3.G.4. Students identify and understand interconnected inequities in their community, state, and country and engage in civic, community, or service projects that support community empowerment and equity.</p>	<p>4.E.4. Students recognize the value of collaborative problem solving and actively engaging in empathic listening, respectfully communicating, and honoring equity of voice in order to find solutions and achieve a common goal.</p> <p>4.F.4. Students can participate in harm reparation by using restorative affective statements and restorative questions in order to communicate the impact of harm and hold community members accountable for their actions. Students are able to take responsibility for their own actions and can contribute to the collaborative process of harm reparation.</p> <p>4.G.4. Students proactively use nonviolent communication strategies. Students consistently self-advocate and clearly communicate their needs and wants. Students are able to negotiate across differences and find mutually satisfactory compromises where appropriate.</p> <p>4.H.4. Students demonstrate respect for human dignity and actively work to be allies for social and racial justice. Students practice calling out injustices, such as microaggressions, and standing up for their peers.</p>	<p>5.F.4. Students demonstrate higher-order thinking skills (e.g., critical thinking, cognitive flexibility, analysis, integration) and show discernment, use of facts, and thoughtfulness in their decision-making. Students apply critical thinking in all aspects of their life and relationships, including interactions online.</p> <p>5.G.4. Students reliably and proactively anticipate the consequences of their actions. Students demonstrate complex understanding of the interconnected impacts of one's choices and demonstrate accountability for their actions.</p>
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<p>1.F.5. Adults are able to identify the connections between a thought, feeling, and behavior, and interrupt the cycle that results in a negative consequence for self or others. Adults model cultural awareness around emotions.</p> <p>1.G.5. Adults model the process of how they have identified their strengths and personal power and how they use them to better serve their life purpose and the lives of others.</p> <p>1.H.5. Adults model a mastery orientation to learning, including the process of making mistakes, intellectual humility, practicing positive self-talk, and demonstrating optimism and a growth mindset.</p>	<p>2.F.5. Adults identify and articulate individual goals and demonstrate a variety of strategies to reach them. Adults model ways to work individually and collectively toward a common goal including using strategies such as establishing SMARTER goals.</p> <p>2.G.5. Adults model strategies to identify their personal goals, evaluate their successes, modify their plans, and keep themselves motivated. Adults understand “paying attention” may look different based on culture and other aspects of student identity, including neurodiversity.</p> <p>2.H.5. Adults model time management and organizational skills for their lives inside and outside of the learning environment.</p>	<p>3.F.5. Adults can identify and explain how power and privilege can perpetuate inequities and contribute to marginalization. Adults are aware of the historical and current inequities and the social issues of the community in which they work or live.</p> <p>3.G.5. Adults model how to contribute to one's community by sharing their passion and the process of identifying and collaboratively addressing inequities.</p>	<p>4.E.5. Adults model the process of working with others to solve problems, engaging in active listening, practicing reciprocal vulnerability, and contributing to the common good.</p> <p>4.F.5. Adults model employing restorative justice steps including the five R's of relationship, respect, responsibility, repair, and reintegration. Adults adopt a restorative, healing-focused stance in their relationships with students and other adults.</p> <p>4.G.5. Adults use nonviolent communication to clearly express their needs, advocate for themselves, and compromise with others. Adults are emotionally present and available to students, families, and colleagues.</p> <p>4.H.5. Adults regularly call out inequities, advocate for social and racial justice, and take action to promote the wellbeing, humanity, and dignity of others.</p>	<p>5.F.5. Adults model the process of using data and facts to make decisions. Adults share how they gather data, synthesize, apply, and reflect on it in new situations to make informed decisions.</p> <p>5.G.5. Adults predict how they may feel and respond in various situations and share how they evaluate the impact of these choices on others. Adults understand and share how their own words, thoughts, and actions have impacted themselves and others in a variety of contexts.</p>
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