

NY Social Emotional Learning Benchmarks - Equity Revisions

Research suggests that student learning benchmarks (or standards) may increase the likelihood that students will be fully and authentically engaged in their own social and emotional learning, be more connected to school, and become more empowered learners.

In 2018, the School Climate and Student Engagement Workgroup of the New York State Safe Schools Task Force identified goals to guide SEL benchmarks for New York State schools. Those original goals provided the foundation for the equity-centered revisions found in this updated set of benchmarks. This update aligns the social emotional learning benchmarks with the New York State Education Department's (NYSED's) [Diversity, Equity, and Inclusion Framework and Policy Statement](#), NYSED's [Culturally Responsive-Sustaining Education Framework](#), NYSED's [Civic Readiness Initiative](#), and Learning for Justice's [Social Justice Standards](#).¹

New York State Social Emotional Learning Goals²

- 1. Young people develop a self-awareness that nurtures and affirms a strong sense of identity, informs decisions about their actions, and builds a sense of agency.**
- 2. Young people use social awareness and interpersonal skills to establish, navigate, and maintain mutually supportive relationships with individuals and groups that nurture a strong sense of belonging.**
- 3. Young people demonstrate intentional decision-making skills and behaviors that consider social, emotional, and physical safety and well-being in personal, school, and community contexts.**

These goals are further developed with indicators recommended for voluntary use at the early elementary (K-2), late elementary (3-5), middle school (6-8), early high school (9-10), and late high school (11-12) levels. Districts and schools are encouraged to be intentional in their sequential development of competencies and skills within these developmental bands. Indicators within each developmental band are labeled a, b, and sometimes c for easy identification, but may happen in any order for implementation. It is anticipated that learners will continue to practice and develop skills established in earlier developmental bands throughout their lives. Adult indicators are provided first, prior to early elementary, because strong adult SEL competencies among all adults in the school community provide the foundation for young people's competency development. These indicators are meant to provide guidance to adults around what skills and abilities to focus on teaching and fostering throughout a young person's developmental progression. It is anticipated that students in the earlier grade bands will need more intensive support in learning the competencies, and that students in the later grade bands will learn with increasing independence; however, the level of support necessary for success for each student within each grade band will vary widely. With all benchmarks, it is important to recognize that developmental bands are suggestions and should be adjusted for individual students (e.g., those with neurodiversities). Since SEL occurs explicitly and informally

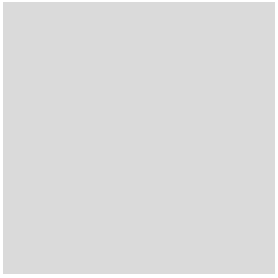
Inherent to the social emotional learning goals is each goal's interrelationship with the others. While the goals separate intrapersonal, interpersonal, and decision-making skills, none exist without the influence of the others. While it may be practical to focus on individual elements of this document at times, it should ultimately be considered as a whole. Further, development and practice of social and emotional competencies is a lifelong and often non-linear process. While the benchmarks present a structural starting point for district and school integration of SEL, it should not be considered absolute. All students and adults will progress differently. Affirming and supporting these differences is part of our collective practice.

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Goal 1: Develop self-awareness that: nurtures and affirms a strong sense of identity, informs decisions about personal actions, and builds a sense of agency.

Knowing and understanding their emotions, interests, strengths and abilities, and having a strong sense of identity, including aspects rooted in culture, ethnicity, race, religion, gender identity or expression, ability, for example, and using those understandings to inform decisions about personal behaviors, habits, and routines. These skills enable young people to respond thoughtfully, affect change, cope with emotions, and motivate themselves to persevere when faced with personal, academic, or work-related obstacles. It is critical for caring adults to support young people in their efforts to establish and monitor their progress toward goals, whether personal, academic, career, or work-related. These social emotional competencies and mindsets, thought processes, and strategies can contribute to a strong sense of identity and promote self-confidence and agency as they provide a strong foundation for thriving in school and life.

	Indicator	Adults	Early Elementary (K-2)	Late Elementary (3-5)
	Will be	Adults will develop and practice the abilities to:	Adults will support, teach and model for young people as they learn to:	



Base Indicator	Adults	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
Learners will be able to:	Adults will develop and practice the abilities to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:

1C. Demonstrate

Goal 2: Use social awareness and interpersonal skills to establish and maintain mutually supportive relationships with individuals and groups and nurture a strong sense of belonging.

The ability to recognize and empathize with the thoughts, feelings, and perspectives of other individuals and groups, including ideas and perspectives that are different from their own, is central to forming and maintaining supportive relationships. Equally important to establishing strong and supportive relationships are strategies and skills that enable decisions regarding personal actions, communicating with other people or groups, and navigating conflicts with others, and considering contextual factors.

Base Indicator	Adults	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
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2A. Recognize and build empathy for the feelings and perspectives of others.

2A.A. Recognize subtle and direct cues to understand and express concern for the feelings of students and adult peers.

2A.B. Empathize with many others' perspectives, even when they disagree.

2A.1a. Recognize that others may experience situations differently from them.

2A.1b. Use listening skills to identify thQ BT /TT0 1 Tf -0.0.661Td 02 Tw 0 -1.157 5.41B. perspe .96 265.61.1 (eel)-9 (i)3.MC /P <</MCID 89 >>360.6 Tm [(t)-1.1 (hat)-1]TJ 0.002 Tw 0 -1.145 Td [3.0-0.2.2 (e.)]TJ fctantdin-0 0 9.90 -1.1 0.001 Tw 0 -16.49.1i

Base Indicator	Adults	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
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Base Indicator

Adults

Learners will be able to:

Adults will develop and

Base Indicator

Base Indicator	Adults	Early Elementary (K-2)	Late Elementary (3-5)
Learners will be able to:	Adults will develop and practice the abilities to:	Adults will support, teach and model for young people as they learn to:	Adults will

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