

Ohio Standards for SEL aligned with CASEL Competencies	
<p><b>1. Social and Emotional Competence</b></p> <p>The educator demonstrates constructive intrapersonal and interpersonal social and emotional skills and supports healthy social and emotional development</p> <p>Self Awareness</p> <p>Self Management</p> <p>Social Awareness</p> <p>Relationship Skills</p> <p>Responsible decision making</p>	<p style="text-align: center;"><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand the role of basic needs in motivating behavior and strategies to meet those needs</li> <li>• Understand own social and emotional competencies</li> <li>• Understand the intrapersonal and interpersonal social and emotional development of students</li> <li>• Understand the interaction between social and emotional development and academic achievement.</li> </ul> <p style="text-align: center;"><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Can self-reflect on own social and emotional behavior and make appropriate adjustments in instructional techniques and classroom management</li> <li>• Can recognize the impact of social and emotional developmental levels of individual students</li> <li>• Can use strategies and/or resources to respond appropriately to a student's social and emotional needs</li> <li>• Models and teaches self management</li> </ul> <p style="text-align: center;"><b>Dispositions</b></p> <ul style="list-style-type: none"> <li>• Shows awareness of and practices appropriate self care and stress reduction techniques</li> <li>• Believes that constructive social and emotional skills build healthy social and emotional development</li> <li>• Is sensitive to the social and emotional home culture and its impact on student behavior</li> <li>• Fosters a sense of social and emotional efficacy in self and students</li> <li>• Appreciates the role social and emotional competence plays on learning environments and communication</li> <li>• Respect that cultural competence is a developmental process that evolves over an extended period</li> <li>• Is aware of own biases, values, and social and emotional development</li> </ul>

Draft Standard	Knowledge, Skills and Dispositions
<p><b>2. School Climate and Classroom Learning Community</b></p> <p>The educator creates classroom and school communities that promote student and family engagement and mutual respect.</p> <p>Self Awareness</p> <p>Self Management</p> <p>Social Awareness</p> <p>Relationship Skills</p> <p>Responsible decision making</p>	<p style="text-align: center;"><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand the dynamics (including, but not limited to, cultural factors ) of developing and maintaining respectful and trusting relationships.</li> <li>• Understand how to promote a community that handles conflict constructively.</li> <li>• Understand the difference between punitive and constructive discipline.</li> <li>• Understands the benefits of addressing and the consequences of not addressing the needs of all students including socially isolated, bullied, neglected and rejected students.</li> <li>• Understands the impact and legacy of racism, gender bias, classism, and other prejudices.</li> <li>• Understands the impact of the dynamics of power and structural and institutional hierarchies</li> </ul> <p style="text-align: center;"><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Can integrate social &amp; emotional skill-building into the classroom culture, regardless of grade level or content area <ul style="list-style-type: none"> <li>• Can address emotional and physical conflict or crises that might occur in a school climate</li> <li>• Can model and utilize methods to de-escalate and resolve interpersonal, classroom, or school-wide conflicts.</li> <li>• Can create a safe learning environment where students are motivated to learn and take responsibility for their learning.</li> <li>• Can model and implement anti-bullying techniques</li> <li>• Can identify the social and emotional climate of classrooms and schools</li> <li>• Can exercise discipline in a firm and kind manner</li> </ul> </li> <li>• Can demonstrate behaviors, attitudes, policies and structures that promote effective work across cultures.</li> </ul> <p style="text-align: center;"><b>Dispositions</b></p> <ul style="list-style-type: none"> <li>• Values positive classroom and school communities <ul style="list-style-type: none"> <li>• Displays sensitivity towards families and their contributions to classroom and school communities</li> <li>• Respects students and their contributions toward positive classroom and school communities</li> </ul> </li> <li>• Fosters intrinsic motivation</li> <li>• Accepts the value and dignity of all individuals <ul style="list-style-type: none"> <li>• Accepts the importance of culturally responsive teaching</li> </ul> </li> </ul>

<p><b>3. Collaboration and Communication</b></p> <p>The educator develops collaborative relationships and effective communication with students, families, colleagues, and communities.</p> <p>Self Awareness</p> <p>Self Management</p> <p>Social Awareness</p> <p>Relationship Skills</p> <p>Responsible decision making</p>	<p style="text-align: center;"><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understands the role of collaboration and “relational trust” in academic achievement, social adjustment, and school improvement</li> <li>• Knows the process of effective problem solving</li> <li>• Understands the role of community resources in facilitating student success</li> <li>• Understands the role of balancing competition and collaboration in creating a healthy school climate</li> </ul> <p style="text-align: center;"><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Can model and implement collaboration and problem-solving</li> <li>• Can access appropriate community support to promote student learning and success</li> <li>• Can communicate with students and adults clearly and effectively (removed: with respect for cultural differences.)</li> <li>• Can model and implement positive and effective verbal and non-verbal communication skills such as active-listening, perspective taking, cultural differences in communication styles, impact of labels and “I-vs-You” messages</li> </ul> <p style="text-align: center;"><b>Dispositions</b></p> <ul style="list-style-type: none"> <li>• Participates in and promotes collaborative relationships</li> <li>• Participates in and encourages effective communication with students, families, colleagues and communities</li> <li>• Respects cultural communication differences</li> </ul>
--	--