Measuring What Matters

Social-emotional learning

The domain

Social-emotional learning supports students in understanding and managing their emotions, developing positive relationships with others, and engaging with their community. Students can learn social-emotional competencies just as they learn formal academic skills—through regular interactions with peers, teachers, and school staff inside and outside of the classroom.

Why it matters

Strong social-emotional skills are critical for students' educational attainment, long-term well-being and prosperity, and their ability to contribute to society.

Social-emotional learning competencies

Self-awareness

- Students identify and describe their own emotions.

- Students understand why they feel the way they do.

- Students are honest with themselves and others.

- Students recognize what others are feeling and why.

- Students develop an accurate sense of their capacity to succeed in a variety of situations (i.e. persistence, motivation, confidence, resilience, limitations).

- Students understand their own needs and values.

- Students develop an accurate understanding of themselves, such as their learning styles, strengths, and areas that need improvement.

Self-management

- Students develop personalized learning strategies to master academic material.

- Students monitor and manage academic goals.

- Students develop strategies for setting short and long-term goals.

- Students develop adaptability and flexibility.

- Students develop persistence—they respond and adjust to perceived failure.

- Students respond constructively to internal and external factors that have an impact on their learning and emotion.

- Students develop self-regulation skills and strategies for their feelings, e.g. agitation, anger, elation or listlessness.

- Students manage interpersonal stress and emotions (how to verbalize and develop strategies to manage anxiety, anger, and depression).

- Students develop positive motivation, a sense of hope, optimism, and satisfaction.

Social awareness

- Students understand others' perspectives.

- Students recognize verbal and non-verbal emotional cues in themselves and in others.

- Students adapt to the mood of a group and respond constructively.

- Students empathize with others.

- Students assess risk of social danger and respond appropriately.

- Students understand diverse cultural contexts.

- Students appreciate diversity.

- Students demonstrate social responsibility.

Interpersonal relationships

- Students build and maintain trust in themselves and others.

- Students demonstrate empathy.

- Students demonstrate respect and recognize its importance.

- Students develop skills to recognize, understand, and address/resolve interpersonal conflict.

- Students develop collaborative skills.

- Students engage in cooperative learning, and work toward group goals.

- Students develop leadership skills.

- Students resist inappropriate/negative social pressures.

- Students develop constructive relationships with students and adults.

- Students engage in the school and community and at home.

Decision-making

- Students identify problems when making decisions and generate alternatives.

- Students develop and refine self-reflective and self-evaluative skills.

- Students make decisions based on moral, personal, and ethical standards.

- Students understand how responsible decisions can affect themselves and others, the school, and the community.

- Students understand the importance of equity and social justice.

- Students develop skills to negotiate fairly.