California Transformative Social and Emotional Learning (T-SEL) Competencies

Self-Management: High School

Identity	A	Students deepen their capacity for emotional regulation by using a variety of culturally relevant practices to embrace and process strong emotions. 2.A.4
	B	Students proactively prepare for potentially stressful situations, recognize when they are dysregulated or stressed and know how to pause in order to effectively respond. Students regularly participate in mental and physical health promoting activities and use a variety of self-care strategies that are safe, culturally relevant, and affirming. 2.B.4
	C	Students recognize the challenges of adverse life situations and the intersection of systems of injustice. Students leverage collective efficacy to cultivate resilience and hope. 2.C.4
Belonging	D	Students engage in regular constructive feedback loops with their peers and adults. Students can listen to critical feedback with an openness to learning and offer authentic, specific, culturally appropriate feedback that is supportive and nonjudgmental. 2.D.4
	E	Students recognize healthy social, emotional, and physical boundaries and use cultural norms, environmental, and social context cues to navigate these boundaries. 2.E.4
Agency	F	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 (SMARTE) goals. Students use their voice and choice to demonstrate personal and collective agency. 2.F.4
	G	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. 2.G.4
	H	Students proactively use several time management strategies to organize their class work, extracurricular activities, work, family responsibilities, and other commitments. 2.H.4