New York Social Emotional Learning

Adults

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

A Identify and understand their emotions and how emotions relate to their actions. Use understanding of emotions to inform actions. 1A

- A Experience complex emotions with awareness and understand how those emotions relate to their actions. 1A.A
- B Reflect and respond thoughtfully and intentionally when they experience intense emotions. 1A.B

B Discover and reflect on aspects of personal and group identity such as characteristics, qualities, and interests, including those rooted in culture, ethnicity, race, religion, sexual orientation, gender identity or expression, ability, etc., and identify external resources that support or contribute to identity development. 1B

- A Have a clear awareness of their own personal and group identities and how those reflect and shape their view of self and experience in the world. Reflect regularly on their identity as it shifts over time or in different contexts. Share their authentic self while creating space for those around them to feel safe and free to do the same. 1B.A
- B Regularly access supports that contribute to their identity and know how to seek out and find additional resources when necessary. 1B.B

C Demonstrate skills related to setting and working toward personal and academic goals. 1C

- A Have clear personal and professional goals and actively work toward meeting and/or sustaining them. Understand how regular self-care supports their goals. 1C.A
- B Understand which strategies and coping mechanisms work best for them and apply them when dealing with obstacles. 1C.B

Use social awareness and interpersonal skills to establish and maintain mutually supportive relationships with individuals and groups and nurture a str be

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

B Recognize and affirm individual identities as well as individual and group similarities and differences, including those rooted in culture, ethnicity, race, religion, sexual orientation, gender identity or expression, ability, etc. 2B

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A Recognize and support the identities of students and adult peers. Recognize and respond intentionally to bullying, including microaggressions, impacting students or adult peers. 2B.A

B Create and facilitate safe spaces and/or affirming content that reflects the many identities in the community. 2B.B

C Apply a variety of communication and social skills to interact with individuals and groups across lines of difference. 2C

A Use direct and subtle methods of communication in their interactions with students, adult peers, and community. 2C.A

B Participate in regular and meaningful communication with students, adult peers, and community across lines of difference. 2C.B

D Demonstrate the ability to prevent, manage, or resolve conflicts, including those that involve injustice or are related to culture, ethnicity, race, religion, sexual orientation, gender identity or expression, ability, etc. 2D

A Use a variety of communication skills to prevent, manage, navigate, and/or resolve conflicts and support students and adult peers to do the same. 2D.A

B Respond immediately to conflicts that involve injustice or are related to culture, ethnicity, race, religion, gender identity or expression, ability, etc. to affirm student and adult peer identity, agency, and belonging. 2D.B

Demonstrate intentional decision-making skills and behaviors that consider social, emotional, and physical safety and well-being in personal, family, school, and community contexts. 3

A Consider individual and collective social, emotional, and physical safety and well-being, as well as social context in making decisions. 3A

A Make intentional decisions that consider and support the safety and well-being of themself, students, and adult peers. 3A.A

B Consider how social context shapes situations and use that understanding to inform decision-making. 3A.B

B Apply decision making skills to influence outcomes and strengthen agency in social and academic life. 3B

A Make decisions that support and improve outcomes for themself, students, and adult peers. 3B.A

B Make decisions, including about the spaces they create and facilitate, that create opportunity for student agency. 3B.B

C Take action to support the wellbeing of their school and community, including taking stands against bias and injustice. 3C

A Use restorative practices in responding to a witnessed incident of bias or injustice among students or adult peers. 3C.A

B Engage in work to support their school and/or local & global communities. 3C.B