CASEL SOCIAL and EMOTIONAL LEARNING and CTE ALIGNMENT
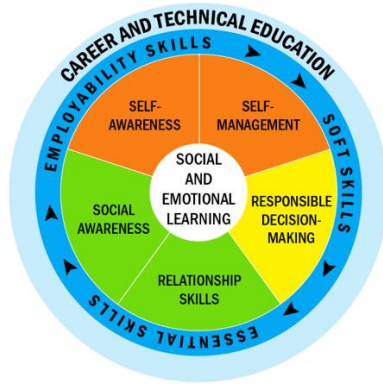
In 2019, LinkedIn's Global Talent Trends found that 91 percent of employers believe social and emotional skills (SEL), which the study referred to as "soft skills," are more important than any other trend changing the nature of workplaces.

To support the development of these skills, the Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified five core social and emotional competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision-making (see Figure 1). Each competency is comprised of a set of skills, attitudes and knowledge that, when developed and applied in safe and culturally supportive environments, allows individuals to maximize success in that environment.

In career and technical education (CTE) courses, these competencies and underlying skills are often developed through:

- project-based learning,
- work-based learning, internships, apprenticeships, entrepreneurship,
- job shadowing,
- mock interviews,
- Career and Technical Student Organizations (CTSOs)

This document can be used to align and integrate SEL and career and workforce development in the CTE classroom and intentionally promote the competencies and environments youth need to thrive in school as they prepare for the workforce.

SECTION 1 shows the alignment between the CASEL 5, qualities identified by employers in the CASEL Employer Map and the KY Career Pathway Academic and Employability Standards.

> **Self-Awareness**
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> **Self-Management**
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> **Awareness**
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> **Relationship Skills**
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> **Responsible Decision Making**

SECTION 2 describes the three essential areas of high-quality, SEL-focused classrooms and explains the use of the SAFE acronym to guide instruction.

SELF-AWARENESS

SELF-AWARENESS: The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Examples include, but are not limited to, the following:

- Integrating personal and social identities
- Identifying one's emotions
- Linking feelings, values, and thoughts
- Identifying personal, cultural, and linguistic assets
- Demonstrating honesty and integrity
- Developing interests and a sense of purpose
- Having a growth mindset
- Experiencing self-efficacy
- Examining prejudices and biases

CASEL EMPLOYER MAP	KY CAREER PATHWAY STANDARDS
- Positive attitude - Flexibility - Ability to apply skills to real-life settings - Openness to developing/learning new skills - Sense of self-worth - Ability to innovate - Confident - Creativity - Commitment	- AC2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation - EA1 Explain the importance of pride and confidence about work and learning new tasks - EG1 Explain the importance of contributing and conveying new ideas in the workplace - EG3 Explain the value of varying ideas and opinionsEL2 Demonstrate commitment to learning as a life-long process and recognize learning opportunities - EL3 Identify various self-improvement opportunities - EL4 Explain the importance of adaptability in career planning and self-management, e.g. diverse portfolio, credentials, professional development - EL5 Employ leadership skills to achieve workplace objectives, e.g., personal vision, adaptability, change, shared vision - EL6 Recognize the importance of job performance evaluation and coaching as it relates to career advancement - EL7 Accept and provide constructive criticism

CLASSROOM ENVIRONMENT	TEACHER ACTIONS	INSTRUCTIONAL ROUTINES
- Create an atmosphere of respect, in which all students feel safe, valuable and want to take risks - Allow learners to be key stakeholders in decisions about appropriate class norms and responsibilities	- Establish and maintain positive relationships - Model and discuss positive self-talk strategies - Give behavior-specific praise - Actively supervise and engage with students	- Engage the learner through varied opportunities and experiences to identify personal skills, strengths, and interests. - Routinely provide authentic feedback and ask questions that help the learner reflect on their strengths and interests

		• Create opportunities for learners to reflect on what stressors they are feeling and identify healthy practices for coping • Provide learning opportunities and diverse materials where students can identify themselves in the content

SELF-MANAGEMENT

SELF-MANAGEMENT: The ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacity to delay gratification, manage stress and feel motivation and agency to accomplish personal/collective goals. Examples include, but are not limited to, the following:

- Identifying and using stress-management strategies
- Demonstrating personal and collective agency
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Managing one's emotions
- Showing the courage to take initiative
- Using planning and organizational skills

CASEL EMPLOYER MAP	KY CAREER PATHWAY STANDARDS
- Initiative - Strong work ethic - Works well under pressure - Time management - Entrepreneurial thinking - Punctuality - Reliability - Ability to work independently - Organizational skills - Detail-oriented - Adaptability - Strategic planning (e.g., setting and achieving goals) - Budgeting - Self-discipline	- AE1 Locate evaluate, and apply personal financial information - AE2 Identify the components of a budget and how one is created - AE3 Set personal financial goals and develop a plan for achieving them - AE4 Describe types of financial service-providers and considerations in selecting a provider - AE5 Demonstrate ability to meet financial obligations - EA2 Demonstrate consistent and punctual attendance - EA3 Demonstrate initiative in assuming tasks - EA4 Exhibit dependability in the workplace - EA5 Take and provide direction in the workplace - EA6 Accept responsibility for personal decisions and actions - EB3 Demonstrate ethical characteristics and behaviors - EC1 Demonstrate appropriate dress and hygiene in the workplace - EC2 Use language and manners suitable for the workplace - ED1 Plan and follow a work schedule - ED2 Complete work tasks successfully with minimal supervision - ED3 Work successfully within budgetary constraints - ED4 Demonstrate ability to stay on task to produce high quality deliverables on time - EK1 Recognize the importance of maintaining a job and pursuing a career - EK2 Define jobs associated with a specific career path or profession - EK3 Identify and seek various job opportunities, e.g., volunteerism, internships, co-op, part-time/full-time employment - EK4 Prepare a resume, cover letter and job application - EK5 Prepare for and participate in a job interview e.g., research company, highlight personal strengths, prepare questions, conduct a mock interview, dress appropriately - EK6 Explain the components of a successful job interview - EK7 Identify key factors to evaluate employment offers, e.g., salary, benefits packages - EK8 Explain the proper procedure for leaving a job

• EN1 Identify and assume responsibility for safety of self and others	
• EN2 Follow safety guidelines in the workplace, e.g., OSHA, CDC	
• EN3 Explain the impact of personal health and wellness on job performance	

CLASSROOM ENVIRONMENT	TEACHER ACTIONS	INSTRUCTIONAL ROUTINES
• Establish and maintain routines and goals • Set clear expectations/consequences • Post expectations, e.g., norms, anchor charts, visual cues • Use an organizational system e.g., class planners, homework notebooks, digital task lists, and calendar • Provide resources available to learners and their families through the school and community that focus on stress management	• Celebrate learners' efforts and accomplishments • Model effective organizational skills • Teach and demonstrate a goal-setting model e.g., SMART goals • Share strategies for managing materials and monitoring time • Model and provide opportunities for learners to practice strategies for impulse control, e.g., self-regulating strategies, conflict resolution processes, restorative justice practices	• Create opportunities that enable the learner to use the goal-setting model, identify needed resources, and monitor their progress toward goals • Provide opportunities for reflection and feedback on established goals • Utilize organizational strategies, e.g., timelines, graphic organizers, checklists, etc., to complete projects and assignments

SOCIAL AWARENESS

SOCIAL AWARENESS: The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures and contexts. This includes the capacity to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school and community resources and supports. Examples include, but are not limited to, the following:

- Recognizing situational demands and opportunities
- Taking others' perspectives
- Demonstrating empathy and compassion
- Identifying diverse social norms, including unjust ones
- Recognizing strengths in others
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Understanding the influences of organizations/systems on behavior

CASEL EMPLOYER MAP	KY CAREER PATHWAY STANDARDS
• Cross-cultural sensitivity • Ability to work with people of different backgrounds/cultures • Supervision of others • Respects individual differences	• EE1 Recognize diversity, discrimination, harassment and equity • EE2 Work effectively with all customers and co-workers • EE3 Explain the benefits of diversity within the workplace • EE4 Explain the importance of respect for feelings, values and beliefs of others • EE5 Identify strategies to bridge cultural/generational differences and use differing perspectives to increase overall quality of work • EE6 Illustrate techniques for eliminating bias and stereotyping in the workplace • EE7 Identify ways tasks can be structured to accommodate the diverse needs of workers • EE8 Recognize the challenges and advantages of a global workforce

CLASSROOM ENVIRONMENT	TEACHER ACTIONS	INSTRUCTIONAL ROUTINES
• Foster an environment of diversity and mutual respect within the classroom • Select materials that counteract stereotypes and enhance learners' appreciation of all cultures and abilities	• Model and foster conversations that examine explicit and implicit bias and how they influence one's understanding, actions and decisions both favorably and unfavorably • Model positive actions and conversations with those who are similar and different from oneself • Encourage the learner to be respectful and supportive of others • Provide authentic feedback when the learners are respectful to others	• Create opportunities for learners to identify how their thoughts, impulses, and (re)actions are influenced by biases and stereotypes • Engage students to explore verbal, nonverbal, physical and situational cues that are indicators of how others may feel or react • Provide opportunities for learners to build awareness and learn from the similarities and differences of others in the class, school, community, etc.

RELATIONSHIP SKILLS

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Examples include, but are not limited to, the following:

- Seeking or offering support and help when needed
- Practicing teamwork and collaborative problem-solving
- Standing up for the rights of others

- Communicating effectively
- Demonstrating cultural competency
- Resisting negative social pressure

- Developing positive relationships
- Resolving conflicts constructively
- Showing leadership in groups

CASEL EMPLOYER MAP	KY CAREER PATHWAY STANDARDS
- Written and oral communication skills - Effective communication - Listening skills - Ability to collaborate - Conflict resolution - Management skills - Teamwork and works well with others - Responds to customer needs	- AA1 Utilize effective verbal and non-verbal communication skills - AA2 Participate in conversation, discussion, and group presentations - AA3 Communicate and follow directions/procedures - AA4 Utilize speaking and listening skills to communicate effectively with customers and co-workers - AH2 Demonstrate appropriate etiquette when using e-communications, e.g., cell phone, e-mail, personal digital assistants, online meetings, conference calls - EC3 Demonstrate polite and respectful behavior toward others - EF1 Recognize the characteristics of a team environment and conventional workplace - EF2 Demonstrate effective team skills, e.g., setting goals, listening, following directions, questioning, dividing work, conflict resolution, meeting facilitation, and evaluate their importance in the workplace - EH1 Identify conflict resolution skills to enhance productivity and improve workplace relationships - EH2 Implement conflict resolution strategies and problem-solving skills - EH3 Explain the use of documentation and its role as a component of conflict resolution - EI1 Recognize the importance of and demonstrate how to properly greet/approach customers and clients - EI2 Identify and address needs of customers/clients - EI3 Provide helpful, courteous, and knowledgeable service - EI4 Identify appropriate channels of communication with customers/clients e.g., online, phone call, face-to-face - EI5 Identify techniques to seek and use customer/client feedback to improve company services - EI6 Recognize the relationship between customer/client satisfaction and company success

CLASSROOM ENVIRONMENT	TEACHER ACTIONS	INSTRUCTIONAL ROUTINES
• Support learners in developing guidelines for classroom communications that support healthy and rewarding relationships • Establish class meetings where learners are given the opportunity to interact with each other and practice speaking and listening skills, e.g., I messages: I feel _____ when _____. I need _____.	• Model speaking and listening skills that build and/or strengthen healthy relationships • Use and model strategies that foster equitable participation in the classroom • Demonstrate strategies for getting to know others, e.g., introducing oneself, recognizing and including others who may be isolated, etc. • Demonstrate and model the use of healthy conflict resolution skills	• Provide a variety of opportunities for collaborative work such as cooperative learning, service-learning, project-based learning, etc. • Use strategies to actively involve everyone in group projects • Create scenarios where learners must problem solve as a team to meet the outcome • Provide varied opportunities for learners to learn and practice varied communication skills needed in different contexts, e.g., for formal and informal conversations, giving and receiving compliments, apologizing and accepting an apology, etc.

RESPONSIBLE DECISION-MAKING

RESPONSIBLE DECISION-MAKING: The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacity to consider ethical standards and safety concerns and to evaluate the benefits and consequences of various actions for personal, social and collective well-being. Examples include, but are not limited to, the following:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Anticipating & evaluating the consequences
- Learning to make a reasoned judgment after analyzing information, data, facts
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family and community well-being

CASEL EMPLOYER MAP	KY CAREER PATHWAY STANDARDS
- Integrity - Critical thinking - Honesty - Reasoning - Analyze and solve complex problems - Ability to evaluate information from multiple sources - Civic participation and engagement - Ethical and sound decision-making - Observes carefully	- AB1 Locate and interpret written information - AB2 Read and interpret workplace documents, e.g., reports, manuals, schematics, flowcharts, tables, graphs - AB3 Identify relevant details, facts, and specifications - AB4 Record information accurately and completely - AB5 Demonstrate competence in organizing, writing and editing using correct vocabulary, spelling, grammar and punctuation - AB6 Demonstrate the ability to write clearly and concisely using industry specific terminology - AC1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning) - AC3 Implement effective decision-making skills - AD1 Perform basic and higher level math operations e.g., addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios, numbering systems - AD2 Solve problems using measurement skills, e.g., distance, weight, area, volume - AD3 Make reasonable estimates - AD4 Use tables, graphs, diagrams and charts to obtain or convey information - AD5 Use reasoning and problem-solving skills in mathematics - AF1 Recognize the potential risks associated with internet and social media use - AF2 Identify and apply Internet security practices, e.g., password security, login, logout, log off, lock computer - AF3 Practice safe, legal and responsible use of technology in the workplace - AG1 Use technology appropriately to enhance professional presentations - AG2 Demonstrate effective, appropriate and ethical use of social media - AG3 Identify ways social media can be used as marketing, advertising and data gathering tools - AH1 Select and use appropriate devices, services and applications to complete workplace tasks

- EB1 Abide by workplace policies and procedures, e.g., safety, internet and cell phone use, code of conduct
- EB2 Demonstrate honesty and reliability
- EB4 Maintain confidentiality and integrity of company information
- EB5 Support the mission and vision of the company
- EG2 Describe the importance of posing questions when developing ideas
- EG4 Locate and verify information during the creative process
- EJ1 Define profit and evaluate the cost of conducting business
- EJ2 Identify "big picture" issues in conducting business, e.g., forecasting, global market, risk management
- EJ3 Identify role in fulfilling the mission of the workplace
- EJ4 Identify the rights of workers (e.g., adult and child labor laws and other equal employment opportunity laws)
- EJ5 Recognize the chain of command, organizational flow chart system, and hierarchy of management within an organization
- EL1 Acquire current and emerging industry-related information
- EM1 Identify the value of new technologies and their impact on driving continuous change and the need for life-long learning
- EM2 Research and identify emerging technologies for specific careers
- EL8 Describe the impact of the global economy on jobs and careers
- EM3 Select appropriate technological resources to accomplish work

CLASSROOM ENVIRONMENT	TEACHER ACTIONS	INSTRUCTIONAL ROUTINES
- Establish and maintain high expectations - Establish and maintain clear consequences - Establish and use a system or process to manage instructional tools and resources	- Model the decision making and/or problem-solving process - Routinely ask learners to reflect on barriers they encounter, assist with problem-solving if needed, and implement targeted strategies	- Provide varied opportunities for learners to review scenarios and identify the specific problem that needs to be solved - Create opportunities for students to review data, determine underlying causes, and share solutions - Use content standards and tasks for students to unpack the problem-solving processes

SECTION 2: SEL-FOCUSED CLASSROOMS

CASEL identifies three essential areas of high-quality, SEL-focused classrooms. This section will provide your school team with guidance and resources to support teachers in developing aligned strategies for these areas:

ESSENTIAL AREA	DESCRIPTION	REFLECTIVE QUESTIONS
A supportive classroom climate	Creates a strong foundation and helps students to feel emotionally safe, part of a community of learners, motivated, and challenged.	Do students in my classroom: ☐ engage fully and take academic risks ☐ feel a part of a community of learners ☐ participate in student-centered discipline
Integration of SEL into academic instruction	Weaves academic learning with opportunities for students to practice and reflect on social and emotional competencies, such as perspective-taking and developing a growth mindset.	Do students in my classroom have opportunities to: ☐ reflect on their work ☐ develop communication skills through partner/group activities ☐ develop teamwork skills through collaborative tasks
Explicit SEL instruction	Provides consistent opportunities to cultivate, practice and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.	☐ Do I consistently provide explicit instruction in social and emotional competencies? ☐ Is this instruction developmentally appropriate? ☐ Is this instruction culturally responsive?

Effective SEL approaches often incorporate four elements represented by the acronym **SAFE**:

ELEMENT	DESCRIPTION	REFLECTIVE QUESTIONS
SEQUENCED	Connected and coordinated activities to foster skills development	☐ Do I have a sequential plan or curriculum map to ensure that all Academic and Employability standards are taught throughout a career pathway?
ACTIVE	Employing active forms of learning to help students strengthen new skills	☐ Do I provide opportunities for students to strengthen their Academic and Employability skills through problem-based or real-world tasks?
FOCUSED	Dedicated time and attention to developing personal and social skills	☐ Do I provide dedicated instructional time to developing students' Academic and Employability skills?
EXPLICIT	Targeting specific social and emotional skills	☐ Do I provide explicit instruction for the Academic and Employability standards?