

The Overarching Goals of Social and Emotional Learning (SEL)

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The State of Illinois has developed Social and Emotional Learning Goals, Standards, and Benchmarks. These were initially developed by a representative group of teachers, school administrators, student support staff, human services professionals, and parents with expertise in child development and learning, curriculum design, and instruction. Below you will find the three overarching goals.

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

Why this goal is important: Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Why this goal is important: Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Why this goal is important: Promoting one's own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one's classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one's decision making.

To view and read further on the SEL Goals, Learning Standards, and Benchmarks please go to www.isbe.net/ils/social_emotional/standards.htm

If you have any further questions on these goals, standards, or benchmarks, please feel free to reach out to me or your child's teacher.