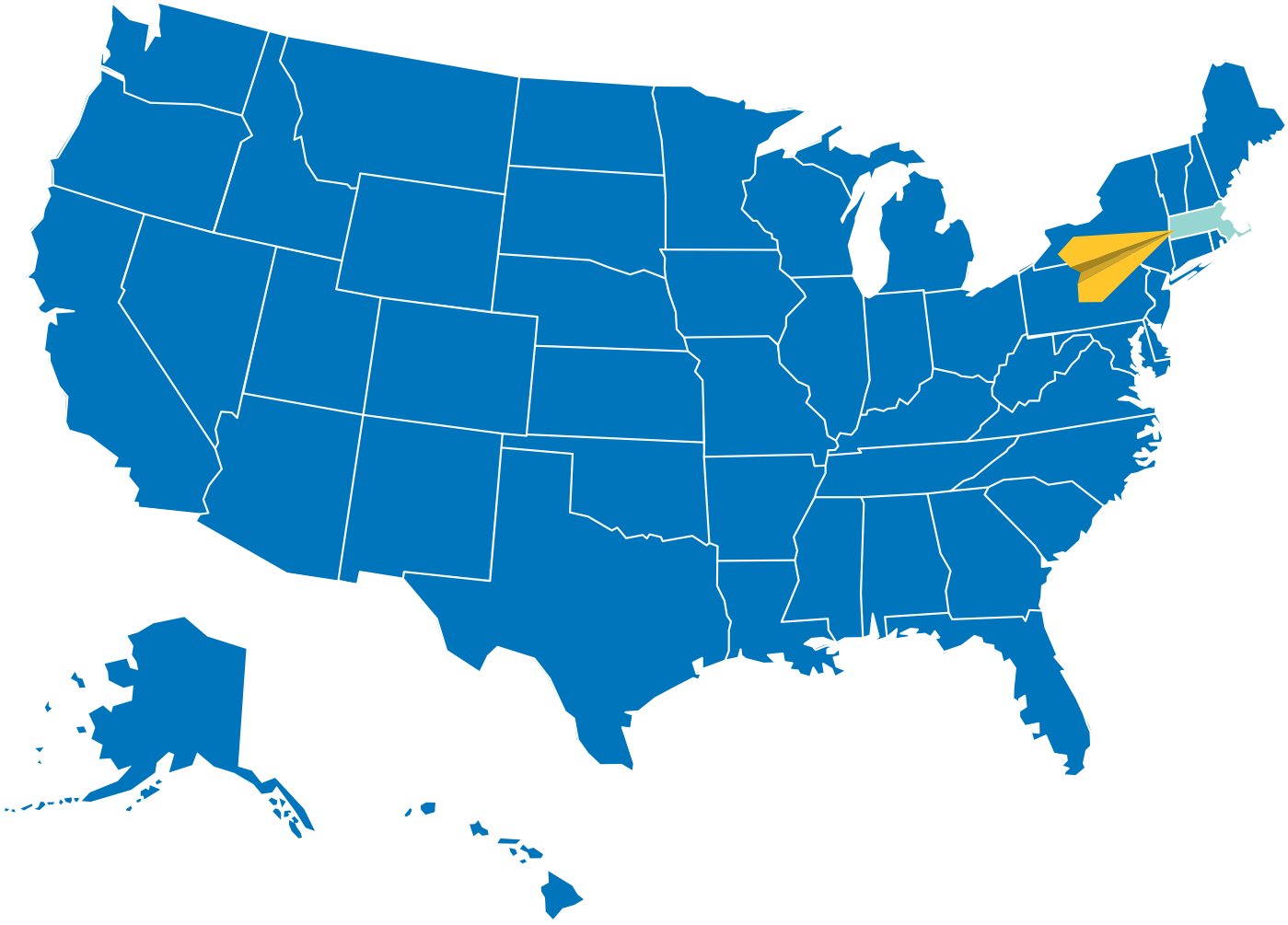
FLY FiVE®

C.A.R.E.S. Social and Emotional Standards for a Course of Study

Mapped to Massachusetts Standards



Clara-Christina E. Gerstner

August 2020

Table of Contents

3 Executive Summary

4 Mapping Standards Project

5 Fly Five C.A.R.E.S. Standards

7 State Profiles Overview

8 State Map

9 States With Early Learning Standards

11 References

Executive Summary

An increasing number of states across the United States have developed social and emotional learning (SEL) standards in recent years. Center for Responsive Schools (CRS) has developed its own SEL framework, the C.A.R.E.S. Standards for a Course of Study, which serves as the foundation for the Fly Five curriculum. Fly Five's Standards for a Course of Study is organized into the five C.A.R.E.S. competencies (cooperation, assertiveness, responsibility, empathy, self-control), with a total of 23 standards and 300 age-appropriate skills.

The goal of the Fly Five C.A.R.E.S. standards mapping project is to map the SEL standards developed by CRS to SEL standards used at the state level across the United States. This document summarizes how the C.A.R.E.S. standards were mapped to state SEL standards and provides profiles for the 30 U.S. states that have released SEL standards, enabling a one-to-one comparison of frameworks.

In the United States, 19 states have K–12 SEL standards and 11 states have early learning standards (ELS) that incorporate SEL domains. Most of these states use three-tiered SEL frameworks, including competencies, standards, and skills, similar to the one used by CRS. While the language used to label those tiers differs from the language used in the Fly Five framework, and the number of domains at each tier also differs among frameworks, the SEL standards in these 30 states can be fully or partially mapped to the Fly Five C.A.R.E.S. standards.

This study also examined whether state standards have a progression similar to that of the Fly Five standards, where skills for each standard are taught sequentially for each grade level or age group. Of the 30 states with SEL frameworks, 25 have skills that are age-/grade-appropriate and are taught sequentially.

Mapping Standards Project

In 2019, CRS introduced a comprehensive SEL framework, the Social and Emotional Standards for a Course of Study, which serves as the foundation for the Fly Five curriculum (Turner et al., 2019). The Fly Five C.A.R.E.S. standards are organized into five competencies: cooperation, assertiveness, responsibility, empathy, and self-control. They are further divided into 23 standards and 300 age-appropriate skills, forming a three-tiered structure (see Table 1).

The purpose of this report is to map the C.A.R.E.S. Standards for a Course of Study to state SEL standards and compare and contrast the structure and content of different SEL frameworks. This comparison will help to facilitate conversations between CRS and schools in different states by pointing out similarities and differences among the various frameworks.

There are 19 states with K–12 SEL standards that were mapped to C.A.R.E.S. standards. Most of these states have adopted the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies, which can be directly mapped to the C.A.R.E.S. competencies (see Table 2). An additional 11 states have early learning standards (ELS) that encompass SEL skills. Early learning standards could be partially mapped to the C.A.R.E.S. standards, but there was less overlap for these standards compared to the K–12 SEL frameworks. There were 20 states without statewide SEL standards; eight of these states have resources or guidance on SEL posted on their websites.

SEL frameworks and guidelines were retrieved from each state's department of education (DOE) website. States were categorized by exploring DOE websites and making use of the SEL standards state scan published by CASEL in 2018 (Dusenbury et al., 2018).

Part of the mapping process involved comparing the language used at each level or tier of the SEL frameworks. CRS divides its SEL standards into competencies, standards, and age-appropriate skills. Most SEL frameworks also have a three-tiered structure. Many have different labels for each of the levels, and those labels were mapped for easier translation and communication with stakeholders in different states.

At the highest level, the competency level, the state standards were mapped to the C.A.R.E.S. standards. Eleven states have adopted the CASEL competencies. For other states, mapping of competencies was partial. For each state, the standards nested within the competencies pointed to similarities between the state framework and the C.A.R.E.S. framework. Competencies that included learning outcomes similar to the C.A.R.E.S. competencies were mapped to one another. For easy identification of these connections, a color scheme (see Table 2) maps the C.A.R.E.S. competencies to state competencies. Competencies that share the same colors could be completely mapped, and competencies that have the same number could be partially mapped.

Additionally, this study identified whether state standards had a progression similar to that of the C.A.R.E.S. standards, where skills for each standard are taught progressively for each grade level or age group. Of the 30 states with SEL frameworks, 25 have skills that are age-/grade-appropriate and are taught sequentially.

Fly Five C.A.R.E.S. Standards

SEL standards enable educators to explicitly teach social and emotional skills that students can learn and practice in and outside of the classroom to become socially and emotionally competent. Research has shown that when students have opportunities to learn and practice SEL skills throughout the school day and school year, they develop SEL competencies that contribute to positive academic and life outcomes (Yeates and Selman, 1989; Weissberg et al., 2015).

The framework is organized into five competencies: cooperation, assertiveness, responsibility, empathy, and self-control (C.A.R.E.S.). These competencies were first articulated by CRS in the early 1980s and were confirmed empirically in 1993 (Elliot, 1993, 1995) and have been taught to thousands of educators through the *Responsive Classroom* approach. For each competency, the C.A.R.E.S. Standards for a Course of Study defines which SEL skills students should know, acquire, and be able to use at each grade level. Under the five competencies come 23 SEL standards, which are in turn linked to 300 age-appropriate skills (see Table 1).

The C.A.R.E.S. standards set learning expectations for teaching SEL skills just as educators use learning standards to set expectations for academic skills. CRS developed the standards through a research and development process leveraging teacher experience and expertise. First, elementary and middle school teachers were trained to recommend and then pilot SEL skills within their classrooms, and then the framework was validated with elementary and middle school counselors in suburban, urban, and rural locales across the country. The standards serve as the foundation for the Fly Five curriculum, which provides educators with lessons and activities for students to acquire SEL skills at each grade level.

The C.A.R.E.S. competencies can also be mapped to the CASEL five competencies of relationship skills, self-awareness, responsible decision-making, social awareness, and self-management, respectively (see Table 2).

Table 1. Summary of C.A.R.E.S. SEL Standards for a Course of Study

C.A.R.E.S. SEL Competency	Number of Standards	Number of Skills
Cooperation	5	62
Assertiveness	6	68
Responsibility	4	67
Empathy	4	52
Self-Control	4	51
Total	23	300

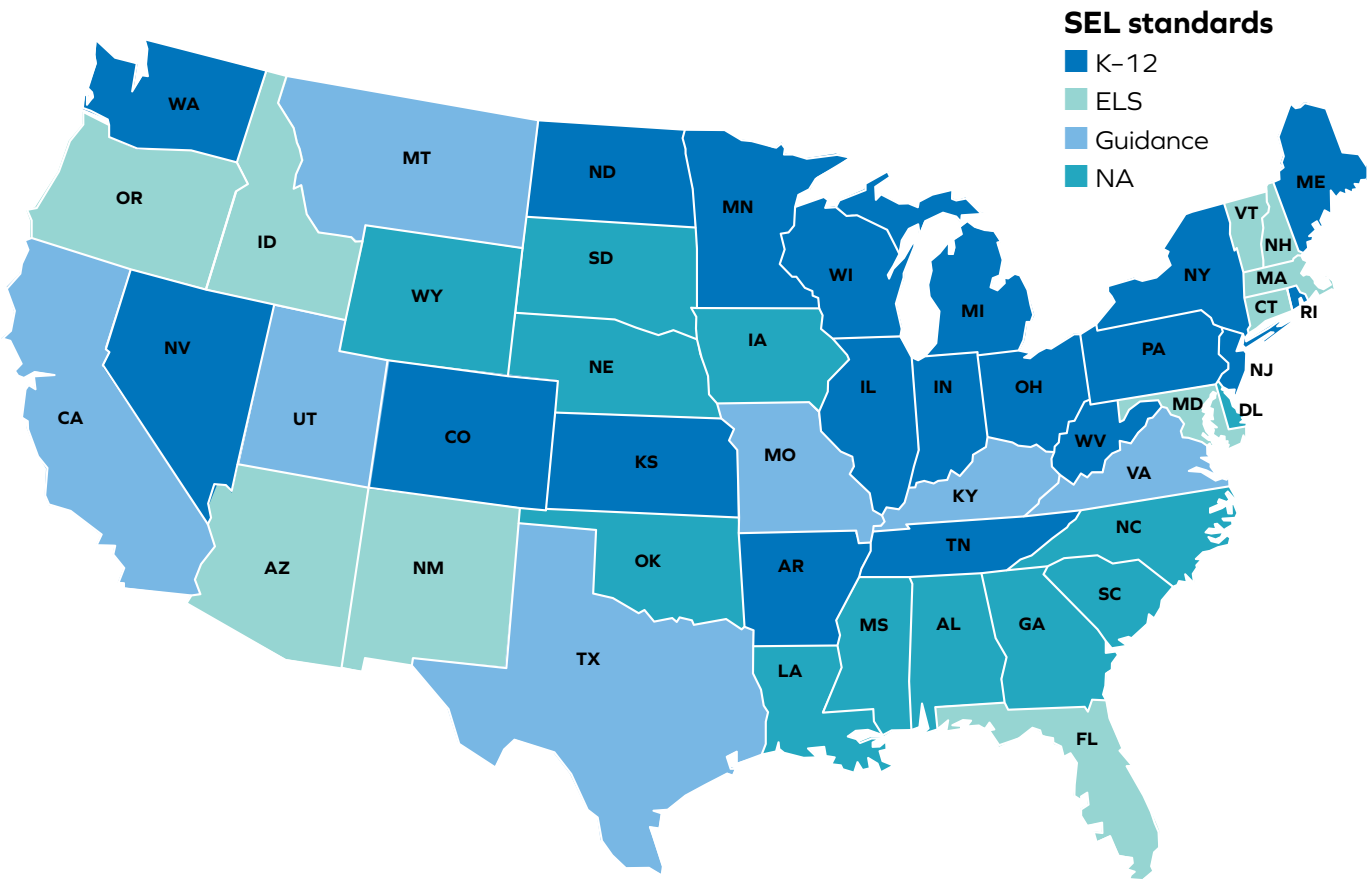
Table 2. Alignment of Fly Five C.A.R.E.S. and CASEL Competencies

Fly Five / C.A.R.E.S.	CASEL
Cooperation The ability to establish new relationships, to maintain positive relationships and friendships, to avoid social isolation, to resolve conflicts, to accept differences, to be a contributing member of the classroom and community in which one lives, works, learns, and plays, and to work productively and collaboratively with others. Standard 1: Able to make and keep friends Standard 2: Works with others toward a common goal Standard 3: Resolves differences quickly Standard 4: Cooperates as a group leader or a member of the group Standard 5: Exhibits helpfulness	**Relationship Skills** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
Assertiveness The ability to take initiative; to stand up for one's ideas without hurting or negating others; to seek help; to persevere with a challenging task; and to recognize one's individual self as separate from the environment, circumstances, or conditions one is in. Standard 1: Expresses strong emotions and opinions effectively Standard 2: Able to seek help Standard 3: Shows openness and honesty Standard 4: Persists through challenging events Standard 5: Takes the initiative to do what is right, fair, and just Standard 6: Makes choices one feels good about later	**Self-Awareness** The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."
Responsibility The ability to motivate oneself to act and follow through on expectations; to define a problem, consider the consequences, and choose a positive solution. Standard 1: Selects the best option among choices for a suitable outcome Standard 2: Holds oneself accountable Standard 3: Demonstrates social, civic, and digital responsibility Standard 4: Takes care of property	**Responsible Decision-Making** The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.
Empathy The ability to recognize, appreciate, or understand another's state of mind or emotions; to be receptive to new ideas and perspectives; and to see, appreciate, and value differences and diversity in others. Standard 1: Recognizes and manages one's own emotions and recognizes the emotions of others Standard 2: Respects and values diversity in others Standard 3: Respects differing cultural norms Standard 4: Aware of the impact of one's actions on others	**Social Awareness** The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
Self-Control The ability to recognize and regulate one's thoughts, emotions, and behaviors in order to be successful in the moment and remain on a successful trajectory. Standard 1: Adheres to social, behavioral, and moral standards Standard 2: Manages overwhelming thoughts or emotions Standard 3: Controls impulses and delays gratification Standard 4: Shows hope and perseverance	**Self-Management** The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations—effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

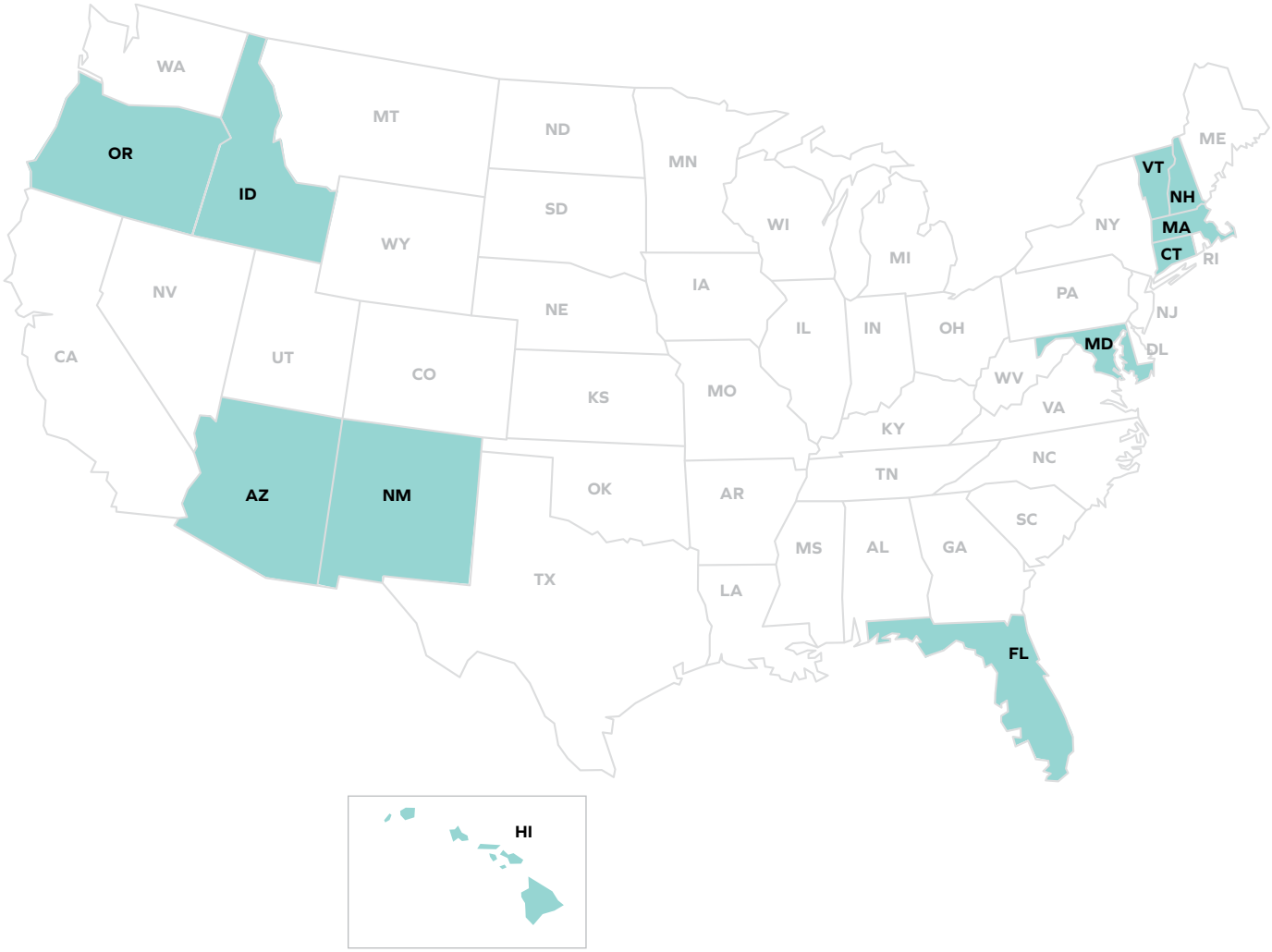
State Profiles Overview

Alabama	NA
Alaska	NA
Arizona	PreK – K
Arkansas	K – 12
California	Guidance
Colorado	K – 12
Connecticut	K – Grade 3
Delaware	NA
Florida	Birth – K
Georgia	NA
Hawaii	Birth – K
Idaho	Birth – Grade 3
Illinois	K – 12
Indiana	PreK – 12
Iowa	NA
Kansas	K – 12
Kentucky	Guidance
Louisiana	NA
Maine	K – 12
Maryland	Birth – Grade 2
Massachusetts	PreK – K
Michigan	K – 12
Minnesota	K – 12
Mississippi	NA
Missouri	Guidance
Montana	NA
Nebraska	NA
Nevada	K – 12
New Hampshire	Birth – K
New Jersey	K – 12
New Mexico	Birth – K
New York	K – 12
North Carolina	NA
North Dakota	K – 12
Ohio	K – 12
Oklahoma	NA
Oregon	Age 3 – K
Pennsylvania	K – 12
Rhode Island	K – 12
South Carolina	NA
South Dakota	NA
Tennessee	K – 12
Texas	Guidance
Utah	Guidance
Vermont	Birth – Grade 3
Virginia	Guidance
Washington	K – 12
West Virginia	K – 12
Wisconsin	K – 12
Wyoming	NA

State Map


SEL standards
K–12
ELS
Guidance
NA
WA
OR
CA
ID
NV
MT
WY
UT
AZ
CO
NM
ND
SD
NE
KS
OK
TX
MN
IA
MO
AR
LA
WI
IL
MS
MI
IN
KY
TN
AL
OH
WV
GA
FL
SC
NC
VA
PA
NY
MD
DL
NJ
CT
RI
MA
VT
NH
ME

States With Early Learning Standards



Massachusetts

Description: Massachusetts has adopted the CASEL five competencies and incorporated them into its guidelines for SEL and Approaches to Play and Learning. The guidelines target PreK–K students. They are made up of five competencies, 12 standards, and about 120 evidence statements. The evidence statements specify what children should be able to do by the end of kindergarten.

Name: Social and Emotional Learning, and Approaches to Play and Learning

Website: http://www.doe.mass.edu/sfs/sel/

		State Standards	Fly Five
General information			
Grades		PreK–K	K–8
Progression		NO	YES
Organization			Divided by grade level
Content			
Competencies	Label	Competencies	Competencies
	#	5	5
	Mapping	**1 Relationship skills** **2 Self-awareness** **3 Responsible decision-making** **4 Social awareness** **5 Self-management**	**1 Cooperation** **2 Assertiveness** **3 Responsibility** **4 Empathy** **5 Self-control**
	Description	CASEL competencies	Aligned with CASEL competencies
Standards	Label	Standards	Standards
	#	12	23
	Description	1–4 per competency	4–6 per competency
Skills	Label	Evidence	Skills
	#	Approx. 120	300
	Description	3–6 per standard	Skills are organized by grade level and standard

References

Elliott, S. N. (1993). *Caring to learn: A report on the positive impact of a social curriculum.* Northeast Foundation for Children.

Elliott, S. N. (1995). T*he Responsive Classroom approach: Its effectiveness and acceptability.* Center for Systemic Educational Change.

Dusenbury, L., Dermody, C., & Weissberg, R. P. (2018). *2018 State Scorecard Scan.* CASEL. https://casel.org/state-scan-scorecard-project-2/

Turner, H., Tavenner, J., Cornecelli, E., & Kenyatta, A. (2019). *Standards for a Course of Study for Teaching SEL Skills K–8.* Center for Responsive Schools.

Weissberg, R. P., Durlak, J. A., Domitrovich, C. E., & Gullotta, T. P. (2015). Social and emotional learning: Past, present, and future. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook for social and emotional learning: Research and practice* (pp. 3–19). Guilford.

Yeates, K. O., & Selman, R. L. (1989). Social competence in the schools: Toward an integrative developmental model for intervention. *Developmental Review* 9 (1): 64–100.

Center for Responsive Schools, Inc.
85 Avenue A, P.O. Box 718
Turners Falls, MA 01376