

TEACHER EVALUATION AND SUPPORT PLANS: GUIDANCE ON SOCIAL AND EMOTIONAL LEARNING (SEL) GOALS FOR PDECS AND EDUCATORS

Attached: Sample SEL Goals and SEL Competencies

In early August of this year, the State Department of Education issued guidance allowing flexibilities in teacher and administrator evaluation for the 2020-21 school year. The intention of these flexibilities is to “reflect the critical importance of the social and emotional learning and well-being of students and educators during the upcoming academic year, while maintaining meaningful feedback and substantive evaluation of educators and administrators” (<https://portal.ct.gov/-/media/SDE/Digest/2020-21/Educator-Guidelines-Flexibilities-Memo081120.pdf>).

We believe that this flexibility is timely and if adopted with the wellbeing of all in mind, could have a long-term beneficial impact on teacher effectiveness and student learning. We recommend that your local PDECS seriously consider adopting this flexibility.

As educators, we are acutely aware of the psychological trauma the COVID-19 pandemic has had on you, our students, and our communities. From economic uncertainty to housing and food instability, our students and coworkers are returning to our classrooms with unprecedented emotional and psychological trauma. These challenges precipitate the need for all of us to focus our attention, energy and passion toward the goal of supporting the whole child while prioritizing the most basic needs of creating a safe, supportive and joyful environment for our children.

In our endeavor to provide continuous support for you, our members, AFT CT and CEA have undertaken the joint task of working to create resources to support educators whose districts have opted to embrace these flexibilities. While we anticipate additional guidance from the State Department of Education, we recognize the urgent need of educators to have these resources sooner rather than later. Our hope is that these resources will help to simplify this new process and to alleviate any undue stress.

The goals of this flexibility is to support teachers as they seek to incorporate SEL into schools and classrooms, as well as to simplify the educator evaluation and support system given these current chaotic times. Although these changes may seem abrupt and disruptive, they provide the potential to help educators develop or enhance the SEL strategies they can use in their schools in a way that reduces stress associated with the educator evaluation and support process.

While we know that each and every one of you already do the work of social and emotional learning with your students every day, we also know that some may seek the domain specific vocabulary to describe the work you already do. As such, we have worked to curate resources that should quickly and easily address some of the questions we anticipate you may have.

Below are some important guidelines and links to support you in this process:

- SEL goals do not need to be SMART or quantitative in nature. The requirement for a standardized indicator (IAGD) has been waived for this year. Both indicators may be non-standardized. Although SMART goals are ***not*** required, some districts may still insist that they be. For guidance on SMART goals on SEL go to <https://>

freespiritpublishingblog.com/2018/01/16/smart-goals-for-social-emotional-learning/.

- Because indicators may be non-standardized, educators will likely rely on artifacts such as lesson plans and examples of student work. The following websites may be helpful: <https://schoolguide.casel.org/resource/sel-integrated-sample-lesson-plans-ost/> and <https://schoolguide.casel.org/resource/sel-integrated-lesson-planning-checklist/>
- Teachers should create goals that focus on students' SEL growth, engagement, or emotional wellbeing. Administrators should focus on teachers' SEL growth and emotional wellbeing. (see examples in the attached Sample SEL Goals document)
- Goals may align with CASEL's SEL Competencies (Self-awareness, Self-management, Social awareness, Relationship management, and Responsible decision-making). Goals may also pertain to students' emotional wellbeing during this chaotic time. (see competencies in the attached CASEL document).
- SEL goals do not need to be subject specific although they may be (see examples in the attached CASEL document).
- Your goal may focus on developing and/or enhancing your pedagogical skills related to student SEL growth.
- We have included sample SEL SLOs for Administrators in the attached "Sample Social Emotional Learning Goals." It is important to recognize that while the goal of this year is for educators to support the SEL of their students, it should be the goal of administrators to support the SEL of staff. This is an important step in working to create a school-wide culture of socially and emotionally intelligent people. For more, please go to <https://schoolguide.casel.org/focus-area-2/overview/>
- The following resource from the Center on Great Teachers and Leaders is a robust document. Starting on page 21 of the document, teachers can gain insight into how SEL is compatible with various teaching frameworks. On page 22 of the document, Table 2 provides a crosswalk between the 10 practices identified in the document as promoting SEL

skills and three popular professional teaching frameworks: the Classroom Assessment Scoring System or CLASS, Danielson’s Framework for Teaching, and the Marzano Observational Protocol. The crosswalk aligns the components of each professional practice framework to the 10 research-based teaching practices that promote social-emotional competencies. <https://gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf>

Additional Resources:

- <https://sharemylesson.com/collections/social-emotional-learning> A collection of teacher-created, ready-made SEL lessons from educators across the country.
- <https://casel.org> and <https://schoolguide.casel.org/> The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL).
- <https://www.ycei.org/> The Yale Center for Emotional Intelligence conducts research and offers trainings that support people of all ages in developing emotional intelligence skills.

We know this is challenging time for all educators. We also know that our members are some of the most compassionate, most creative, and most committed educators in the world. The COVID-19 pandemic has forced us to adapt and grow. The silver lining to all this is an opportunity to help Connecticut’s children become emotionally intelligent citizens in a world that needs more love and kindness than ever before. We know you are up to the challenge, and we are here to support you in any way we can. Please feel free to reach out to us or the Connecticut State Department of Education for any assistance you may need.

