



Developing and Implementing Student Learning Objectives and Indicators with a Focus on Social and Emotional Learning



Connecticut State Department of Education

Contents

Introduction	3
Student Learning Objectives (SLOs)/Indicators (SLIs) for Educators and Administrators	4
Designing Goals Focused on Social and Emotional Learning (SEL)	6
Educator SLO Development	8
Assessments for SLOs Focused on SEL	10
Designing SLOs Focused on Academics or Engagement that Integrate SEL Competencies	13
Assessments for Designing SLOs Focused on Academics or Engagement that Integrate SEL Competencies	16
Administrator SLI Development	17
Designing SLOs/SLIs Focused on Family Engagement	19
Resources for Supporting SLOs/SLIs	20

The Connecticut State Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of age, ancestry, color, criminal record, gender identity or expression, genetic information, intellectual disability, learning disability, marital status, mental disability/disorder (past or present history thereof), national origin, physical disability (included but not limited to blindness), race, religious creed, retaliation (for complaining of conduct believed to be discriminatory), sex (including pregnancy, sexual harassment, and workplace hazards to the reproductive system), sexual orientation, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws unless there is a bona fide occupational qualification excluding persons in any of the above protected groups. Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/Americans with Disabilities Act Coordinator, Connecticut State Department of Education, 450 Columbus Blvd., Hartford, CT 06103, 860-807-2071, Levy.Gillespie@ct.gov

Introduction

Pursuant to Governor Ned Lamont’s Executive Order 7C, [The Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017 for the 2020–21 School Year \(Flexibilities\)](#) reflect the critical importance of the social and emotional learning and well-being of students and educators during the current academic year, while maintaining meaningful feedback and substantive evaluation of educators and administrators. With the sudden shift to remote learning in mid-March 2020, due to the COVID-19 pandemic, public health requirements that limited social contact during the summer and continuing into the new school year, and teaching and learning models that could vary based on current health and science data, it is important to recognize that students, educators, and administrators, in addition to students’ families, may demonstrate varying levels of readiness and needs as the new school year begins. Tepper and Flynn, LLC have developed [4 Stages of the Shift to Distanced Learning](#) to guide educators and administrators in identifying priorities and outcomes as they shift through the progression of meeting basic needs to analyzing the impact of learning.

The resources for implementing the Flexibilities will apply to onsite and remote blended teaching and learning models and will include strategies and tools to support:

- A common understanding of effective teaching and learning within varied models, as described in CT’s *Common Core of Teaching (CCT) Rubric for Effective Teaching*, *CCT Rubric for Effective Service Delivery*, and the *CT Leader Evaluation and Support Rubric*;
- Continuity and coherence of observations and reviews of practice in varied teaching and learning settings that lead to formative feedback and support;
- Developing and implementing student learning objectives that support social and emotional learning and students’ academic success; and
- Ensuring students have equitable access to learning regardless of the teaching and learning model.

Resources will be provided in three parts:

- Observation, Feedback, and Support: Educator Performance and Practice (Strategies, Resources, and Professional Learning)
- Observation, Feedback, and Support: Leader Performance and Practice (Strategies, Resources, and Professional Learning)
- Developing and Implementing Student Learning Objectives/Indicators with a Focus on Social and Emotional Learning

Two Webinars will also be provided:

- Introduction to the Resources for Observation of Performance and Practice
- Introduction to the Resources for Developing Student Learning Objectives/Indicators with a Focus on Social and Emotional Learning

This resource was informed by a collaborative effort among the Connecticut State Department of Education (CSDE) and Tepper and Flynn, LLC.



Student Learning Objectives (SLOs)/Indicators (SLIs) for Educators and Administrators

“Educator” includes classroom teachers and student and educator services specialists.

According to the [Flexibilities](#) for implementing the *CT Guidelines for Educator Evaluation 2017* in the 2020–2021 school year, the student learning components related to the supervision and evaluation of educators and administrators provide opportunities to focus on social and emotional learning and overall well-being of staff and students. The development of SLOs/SLIs should align with the priorities of the school and the district, and be developed with mutual agreement between educators/administrators and their evaluators.

Flexibilities

Student Learning Indicators (45%)

Teachers can focus on social and emotional learning, student engagement, or family engagement. An academic goal may also be considered, with mutual agreement.

Administrators can focus on the re-opening of schools, supporting the health and safety of students, staff, and the school community, supporting, social and emotional well-being of staff and students, supporting remote and distance teaching and learning, mastery-based learning, and/or ensuring equity for the most valuable students and their families.

These areas of focus can be part of existing action plans and strategies to meet essential outcomes due to the COVID-19 pandemic that ensure:

- Equitable access to teaching and learning;
- Basic needs are met to increase levels of engagement;
- Student and staff well-being is a focus throughout the year; and
- Students are supported to achieve academic success at the highest possible levels.

The 2020–2021 school year generates new challenges to the ever-important need to focus on social and emotional learning and the well-being of students and staff. Embedding Collaborative for Academic, Social, and Emotional Learning’s (CASEL) Core SEL Competencies into a culture of learning through collective efficacy of educators and leaders will support student success. Maintaining past practice including utilization of meeting times, local and external expertise, data discussions with teams or departments, and targeted research-based strategies and resources supports a continued focus on student learning priorities, the impact of instructional practices of teachers, and the outcomes generated from key leadership practice.

Regardless of the focus of goal-setting this year, educators and administrators should strive to develop and implement goals that:

- Meet the specific needs of learners and families in their schools and districts;
- Align with school and/or district goals;
- Represent yearlong and developmentally appropriate growth for all learners; and
- Are mutually agreed upon.

Guidance in this document will include:

- Considerations for determining the types of goals and measures of accomplishments that may be written to reflect not only academic achievement but SEL, student engagement, and/or family engagement during the 2020–2021 academic year;
- Strategies for teachers and educator support specialists to develop goals that focus on social and emotional learning, student engagement, and/or family engagement;
- Considerations for establishing indicators or measures of success;

- Strategies for administrators to develop indicators or measures of success focused on the re-opening of schools, supporting the health and safety, and social and emotional well-being of staff and students, supporting remote and distance teaching and learning, mastery-based learning, and/or ensuring equity for the most valuable students and their families; and
- Resources to develop goals with a focus on SEL.

As educators and leaders begin the design of student learning goals or indicators, careful consideration should be given to collection, organization, and analysis of information about the needs of all stakeholders. The models for teaching and learning and conditions and circumstances within an individual district or school vary greatly and will play a critical role in how the Flexibilities are applied, especially in development of goals and indicators. **Therefore, this guidance document, and the examples included, serve to provide potential pathways for educators and administrators that may be adapted based on district/school needs.**

Designing Goals Focused on Social and Emotional Learning (SEL)

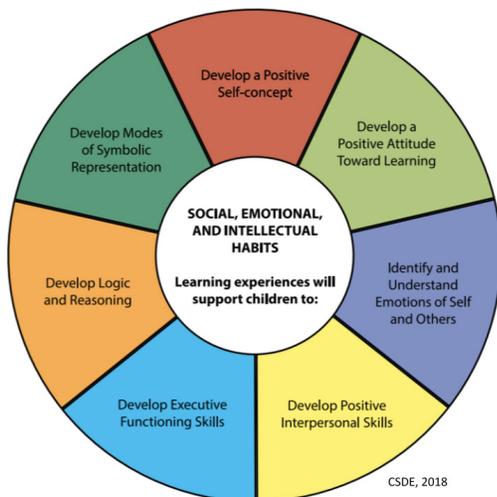


Educators can strive to support wellness, and well-being, and social and emotional development, which serves to help students manage stress and conflicts. **Districts and schools should maximize the use of the [CSDE Social Emotional Learning Hub](#) and ensure a common understanding of SEL**, defined in Connecticut as, “the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making” ([Public Act 19-166](#)).

Developing social and emotional skills is even more critical for students living in under-resourced areas, both urban and rural. Students in urban areas and/or areas that are under-resourced are surrounded by added stressors that make it difficult for them to learn. When students develop social-emotional competencies, they are more capable of seeking help when needed, managing their own emotions, and problem-solving difficult situations (Romasz, Kantor, & Elias, 2004) ([AIR](#), 2014).

[CASEL offers definitions of their Core SEL Competencies](#) which can help educators determine their focus when developing goals. When educators/leaders and their evaluators are developing goals (aligned to SEL outcomes) consider whether goals are:

- **Data-driven:** Identify data from multiple sources and engage in an analysis to identify school-wide goals (aligned with district-wide goals), teacher and learner needs and strengths.
- **Connected:** “Integrate SEL at all three levels of school functioning (curriculum and instruction, school wide practices and policies, family and community partnerships)” ([SEL Integration in Schools, CASEL, 2020](#)). Review [Observation, Feedback, and Support: Educator Practice and Performance](#) for connections between SEL, Tepper and Flynn’s [4 Stages of the Shift to Distanced Learning](#), trauma-informed practice, and culturally responsive pedagogy.
- **Collaborative:** Collaboratively review SEL competencies, related assessments and teaching/support practices, previous professional learning, curriculum, or standards to build a common understanding.
- **Aligned:** Recognize the aligned expectation in the [CCT Rubric for Effective Teaching](#), [CCT Rubric for Effective Service Delivery](#), [CT Leader Evaluation and Support Rubric 2017](#), and/or district framework aligned with the CCT/Common Core of Leading: Connecticut School Leadership Standards.



- **Standards-Based:** Utilize/consult the *Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 3* areas of development, which builds from the foundational skills in the Cognitive and Social and Emotional Development Domains of the *CT Early Learning and Development Standards* and/or other states' 4–12 SEL standards/research-based competencies (See [Resources List beginning on page 20](#)).
- **Developmentally appropriate:** As mentioned in *Observation, Feedback, and Support: Educator Practice and Performance*, mastery of high-level skills also requires that educators, service providers, and leaders identify the related dispositions or habits students require.

Educators and leaders can consult resources/recommendations within programs such as a quarterly scope and sequence or other state's resources (such as in Figure 3.2 from Cleveland Public Schools, 2011-2012) to help staff design developmentally appropriate annual goals, identify short-term expectations, and design lessons and integrated tasks. For additional examples, please see: [2011-2012 Scope and Sequence](#), Cleveland Public Schools, 2011–2012.

Figure 3.2 Examples of Scope and Sequence for 8th grade

Early 1st quarter	Late 1st quarter	Early 2nd quarter	Late 2nd quarter
<p>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <ul style="list-style-type: none"> • Develop awareness of emerging interests and aspirations of classmates. • Demonstrate ways to show encouragement and support of classmates' interests. • Generate strategies for acknowledging and expressing differences of opinion. • Generate ways to develop more positive attitudes. 	<p>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <ul style="list-style-type: none"> • Analyze how one's behavior may affect others. • Recognize actions that hurt others. • Identify verbal, physical, and situational cues that indicate how others may feel. • Predict others' feelings and perspectives in a variety of situations • Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it. • Analyze the consequences of ignoring the rights of others. 	<p>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <ul style="list-style-type: none"> • Describe and demonstrate ways to express emotions in a socially acceptable manner. • Evaluate how expressing one's emotions in different situations affects others. • Evaluate how expressing more positive attitudes influences others. 	<p>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <ul style="list-style-type: none"> • Define unhealthy peer pressure and evaluate strategies for resisting it. • Differentiate among passive, assertive and aggressive responses to peer pressure. • Evaluate the effectiveness of various strategies for dealing with negative peer pressure. • Analyze how others in your life have helped you resist negative influences. • Provide support to others who may be experiencing problems.
<p>Other areas for on-going reinforcement at grade 8:</p> <ul style="list-style-type: none"> • Recognize and accurately label emotions and how they are linked to behavior. • Identify verbal, physical, and situational cues that indicate how others may feel. • Apply constructive approaches in resolving conflicts. • Demonstrate cooperation and teamwork to promote group effectiveness. • Evaluate one's contribution in groups as a member and leader. • Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions. • Demonstrate the ability to respect the rights of self and others. • Analyze how decision-making skills improve study habits and academic performance. • Recognize the impact of unethical or disruptive behavior on family, friends or school community. 			
TEACHER NOTES			
<i>Teachers will teach SEL explicitly</i>		<i>Teachers will incorporate SEL activities into their daily routine, group work, story time, and problem solving</i>	

Educator SLO Development

Development of SLO in Alignment with the Flexibilities

Although teaching and learning may occur in varied models throughout the school year, skills, strategies, and best practices for effective goal setting and implementation should continue.

sMaintain

The ultimate objective of well-designed and articulated SLOs, and even more importantly, the dialogue and discussions that surround the articulation and implementation throughout the year is to ensure every child has access to equitable and rigorous learning experiences and that educators are supported toward this end. Feedback, professional learning, and Professional Learning Community (PLC)/inquiry work should be aligned to the SLO resulting in:

- Ongoing analysis of effectiveness and growth of learners vs. a summary of teaching;
- Educators developing an accurate and clear understanding of their impact on family, student, and teacher engagement and learning; and
- Improved reflection and growth for adults and students as learners.

SLO outcomes and ongoing analysis should also provide an evaluator with a comprehensive understanding of the:

- Impact of programmatic services within the district or school; and
- Need for individual and/or whole school changes in philosophy, policy, structure, and practice.

Adapt

Learning will not occur unless basic needs of students, families, and all educators are met, and, during these challenging times, educator actions must ensure staff, family, and student well-being. Ideally, whenever possible, each SLO should serve to support and link the SEL to academic achievement (see suggested thinking frames and example SLOs below for determining when this is appropriate).

Expectations

Maintain

The *Common Core of Teaching Rubric for Effective Teaching 2017 (CCT Rubric/Teaching)*, the *CCT Rubric for Effective Service Delivery 2017 (CCT Rubric/Service Delivery)*, and the *CT Leader Evaluation and Support Rubric 2017 (CT Leader Rubric 2017)* or your district's instructional framework aligned to the CCT and Common Core of Leading: CT School Leadership Standards (CCL:CSLS) contain the expectations for teaching, learning, and leading (including SEL-aligned attributes). These can be powerful tools that can anchor all goal setting and can serve to build common language and understanding. Learning for all remains the number one priority in schools. Each SLO should serve to:

- Ensure academic achievement for every student;
- Promote the understanding that everyone is responsible for all learners with a focus on historically marginalized students; and
- Build on connections between academic success and social-emotional well-being.

Adapt

While academic goals can be developed, based on the Flexibilities, educators may develop a minimum of one goal with a minimum of two indicators or measures of accomplishment focused on SEL for students, student engagement, or family engagement.

Administrators may develop a minimum of two indicators or measures of accomplishment focused on reopening of schools, supporting well-being of staff and students, supporting remote teaching and learning, health and safety of students, staff, and the school community.

Process

Maintain

Development of goals should still begin with student standards, learning expectations, outcomes, or competencies, and an assessment of current levels of student performance. Educators or schools can align and plan for integration of the most effective strategies to close the gap between where students are and where we want them to be.

Goal-setting meetings should still occur as described in a district’s Educator Evaluation and Support Plan, and mid-year conferences should still focus on analysis of data or reviews of practice and the progress on attaining the SLOs. Mid-year conferences are also an opportunity to identify needs that still need to be met and what supports and strategies are needed.

Adapt

Ideally before the initial meetings, evaluators have engaged in the suggested steps:

- Review the Flexibilities and options for SLO development with staff and the focus on goals related to SEL;
- Unpack/review Tepper and Flynn’s *4 Stages of the Shift to Distanced Learning* and any data available to identify current strengths and needs within the school; and
- Collect/review previous evidence for each staff member to inform the goal-setting conference.

SLO development should be a collaborative process that includes:

- Setting common goals for teams, grade levels, and schools;
- Identifying or developing common assessments;
- Maximizing the use of the expertise of colleagues, especially service providers and those with knowledge and skills related to special education and English learners; and
- Embedding SEL throughout a school and community.

Each school should determine to what level SEL-aligned goals are appropriate for their staff to use on an individualized basis.

Absolutes

- Individual/team goals **should align** with school and/or district goals.
- Goals should represent **yearlong and developmentally appropriate growth**. On-going touch points and mid-year meetings should focus on adjustments based on learners’ growth and needs.
- Goals should be **mutually agreed upon**. Figure 3.1 provides a thinking frame to determine best options.

Figure 3.1 If-then Considerations

If...	→	Then they...
the teacher(s)/service provider(s)/leader(s) has knowledge and understanding of and planned/previous training for SEL strategies, assessments, and tools and/or utilizes a research-based program/curriculum	→	may be well-equipped to develop SLOs focused on SEL. The teacher(s)/service provider(s)/leader(s) can consult the Resources List on page 20 and/or the program developer to better understand if the available assessments and tools are effective in order to move forward.
K–3 teachers or service providers are familiar with the CSDE Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3 and CT Early Learning and Development Standards SEL Domain	→	may be well-equipped to develop SLOs focused on SEL. (Consult the Resources List beginning on page 20 , other suggestions included in this document, or program developer to better understand if the assessments and tools to move forward are effective.)
the teacher(s)/service provider(s)/leader(s) has been working on habits, dispositions, mindsets, or practices such as Habits of Mind/Habits of Work, Science and Engineering Practices within NGSS, and/or Math Standards of Practice	→	may continue to develop goals and strategies around these habits/student practices (with ongoing support to see the connections to SEL) as they inherently build capacity in SEL competencies.

The resources and sample SLOs that follow provide examples to assist in the development of goals.

Assessments for SLOs Focused on SEL

The 2016 RAND Report, *Choosing and Using SEL Competency Assessments: What Schools and District Need to Know*, provides information to guide educators in selecting available SEL competency assessments and how to use data from those assessments.

Use of Assessments

The use of assessment in the SLO process allows educators to identify starting points, recognize patterns of success, adjust practices, and support student growth. However, accurately measuring SEL competencies comes with challenges. Schools must remember:

“We strongly recommended that practitioners not take a diagnostic approach that uses assessments of students’ SEL competencies to screen for deficits.”

([Considerations for SEL Competency Assessment, CASEL, 2020](#))

“The primary reason to assess SEL should be to inform practice, with an intentional focus on 1) understanding students’ development of social and emotional competencies, and 2) improving SEL-related instruction and programming.”

([Social and Emotional Learning Assessment Guidance, MNDOE, 2020](#))

“There is particular risk of corruption with nonperformance-based assessments, such as self-report surveys or teacher-reported ratings, since students and teachers can easily manipulate their responses. Furthermore, the field of SEL competency assessment is nascent compared to other types of educational assessments, and few measures have undergone the kind of rigorous validation research necessary to be used in high-stakes decision making¹¹.”

([Considerations for SEL Competency Assessment, CASEL, 2018](#))

Because the Flexibilities waive summative ratings from educator evaluation in 2020–2021, the measurement of SEL competencies are not tied to the standard evaluation process and can be carefully utilized and maximized to set goals based on student needs and inform teacher and leader performance and practice. Further considerations or challenges include the questions of what is measured and how:

Validity/Equity: Teachers and service providers may lack the expertise to design their own assessments to ensure they are measuring what they seek to measure without bias.

“Another important consideration when assessing students’ SEL competencies is to ensure that issues of equity have been identified and attended to in both the selection of SEL competencies and the development, validation, and use of measures...if an assessment consists of items or tasks that are heavily influenced by values of a dominant culture, but may not be shared by other cultures, the results of the assessment may fail to capture strengths and perspectives of students from all cultures...It is also important for schools and districts to guard against the presence of unconscious bias (a.k.a., implicit bias) in assessment”

([Choosing and Using SEL Competency Assessments: What Schools and Districts Need to Know, CASEL, 2018](#))

Reliability: SEL skills and competencies include internal/metacognitive processes, habits, and/or mindsets which can require self-evaluations/self-reporting. Considerations must include if students are completing assessments at home, the surroundings and environment, the stress level of the student at the time, if it was completed independent of an adult in the home or if the adult has the ability to facilitate if needed.

“The age and developmental level of a child can influence the precision and reliability of a self-report measure of SEL competence. Younger children have less ability to accurately self-evaluate compared to their older counterparts. Thus, many measures of early elementary-aged (e.g., PreK–3rd grade) children rely on ratings or observations conducted by adults (e.g., teacher, counselor, and/or parent)

(Choosing and Using SEL Competency Assessments: What Schools and Districts Need to Know, CASEL, 2018)

Selection of Assessments

Three resources for evaluating the effectiveness of or in identifying tools for measurement include [The CASEL Assessment Guide](#), [RAND’s Assessment Finder](#), and [Harvard’s Digital Tools](#). Additionally, if the school is working with a research-based program, educators and leaders can consult the program for appropriate assessments.

Identify what is being assessed: What do educators and leaders need to better understand SEL skills and competencies? How can educators and leaders measure dispositions and habits? How do educators and leaders know when students are mastering skills and competencies? Educators and leaders may consider Marzano’s levels of development: “low-level SEL skills (such as simply knowing what’s important), to mid-level skills (being able to execute the steps or strategies associated with SEL), to high-level skills (making conscious decisions to use the skill in appropriate situations)” ([Building SEL Skills Through Formative Assessment](#), Marzano, 2016).

Identify how educators assess: What modalities and methodologies will educators use for summative and formative measurements? When will it be appropriate to observe, collect anecdotal data, review artifactual evidence? Examples include:

- Student and teacher reflections (e.g., process of group tasks or an individual’s level of success in the use of a targeted SEL strategy), exit and entrance tickets (e.g., name or identify strategies related to targeted SEL competencies), teacher and student products (e.g., interactive journals or teacher notes/feedback directly addressing SEL skills) or conferring/dialogue with learners about targeted SEL strategies, and dialogue with teachers, service providers, families, and/or administrators (e.g., [5 minutes chat](#)); and
- Formal assessments such as in Figure 3.3

Figure 3.3: Summary of Grades and Constructs Assessed for Teacher Ratings of Students’ SEL Competencies

Assessment Name	Grade Level							Constructs Assessed				
	Preschool	Kindergarten	First	Second	Third	Fourth	Fifth	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision-Making
Behavioral and Emotional Rating Scale (BERS)												
Devereux Early Childhood Assessment (DECA)												
Devereux Student Strengths Assessment (DESSA)												
Social-Emotional Assets and Resilience Scale (SEARS)												
Social Skills Improvement System (SISS)												

(CASEL, 2016)

For additional information on implementing and assessing social and emotional learning in Preschool and Elementary Grades, please see, [Strategies for Social and Emotional Learning: Preschool and Elementary Grade Student Learning Standards and Assessment](#)

See SLO/SLI examples and other resources on the CSDE website.

Designing SLOs Focused on Academics or Engagement that Integrate SEL Competencies

To ensure staff well-being and levels of efficacy, evaluators should strive to build on and connect to adult learners' prior knowledge, helping them strengthen and continue known effective practices and adapt when necessary and appropriate. Based on the If-Then suggested criteria provided in Figure 3.1, unless teachers are equipped with the knowledge, professional learning, ongoing support from a colleague, access to a mental health expert in the building/district, and/or curriculum to fully implement SEL instruction with fidelity, it is recommended that they continue to:

- Develop **academic goals** with an understanding that instructional strategies can inherently support SEL (professional learning should include ongoing support to see the connections); **or**
- Craft **academic goals with a focus on strategies explicitly related to SEL competencies** that directly impact the academic outcomes (with continued support to see further connections).

The ultimate goal is to embed and integrate SEL throughout a day and school year.

“SEL competencies are similar to, but distinct from academic content standards. They are similar in that they provide learning goals for students across grade bands, and identify milestones for students to reach. However, they are different given that the development of social and emotional competencies are recursive in that we constantly relearn and apply these competencies across the lifespan. In addition, an individual’s use of their social and emotional competencies can be dependent on the context in which he/she is in and the culture in which one is situated. Social and emotional competencies are about self-development, related to academic achievement, enabling students to develop the skills they need to be successful in school, career, and life. Thus, social and emotional goals should be integrated and aligned with academic goals in support of each other in a young person’s life.”

(A Process for Developing and Articulating Learning Goals or Competencies for Social and Emotional Learning, CASEL, 2017)

Tepper and Flynn has identified several resources to use to develop SLOs that incorporate SEL competencies:

1. **Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 3**
2. **Broad or Discipline-Specific Habits or Dispositions**
3. **Connect Engagement & SEL**

Option 1: Use *Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 3*. Tools that show crosswalks beyond K–3 include Harvard University’s [Explore SEL](#).

Components of Social, Emotional, and Intellectual Habits		Kindergarten	1st Grade	2nd Grade	3rd Grade
Area of Development Learning experiences will support children to:	Learning Progression	Indicators: These are evident, for example, when children:			
Develop a positive self-concept	Self-awareness	Respond to the classroom environment with a positive sense of self, showing pride in own work and making positive statements about self	Respond to the classroom environment with a positive sense of self and participate as a member of the school community	See self as a valuable contributing member of family, school and other community groups	Identify roles and responsibilities as a group member and contribute in a positive capacity
		Recognize one’s own positive characteristics	Recognize and express likes, dislikes, needs, and wants in a manner acceptable to school norms	Recognize personal strengths, assets, limitations/ challenges	Identify personal values, attitudes and beliefs
		Describe attributes of self and others, including relevant cultural characteristics of self	Describe self as an individual and as a member of groups Recognize the unique characteristics of their own family	Describe characteristics of self and groups they belong to, including characteristics that are not concrete (personality, preferences, cultural norms or values)	Describe current characteristics of self and community and identify the source or history of these characteristics
	Sense of self as competent and capable	Attempt new activities and experiences with confidence and optimism		Identify personal and academic goals	
				Practice self-advocacy skills (e.g., ask for a turn after waiting patiently for a couple of minutes, lets teacher know when they cannot see or hear during lesson)	
		Express independent thoughts and feelings		Explain and defend independent thoughts and feelings	

Option 2: Use Broad or Discipline-Specific Habits or Dispositions (Math Standards of Practice, Science and Engineering Practices, Social Studies/ELA Standards)

According to [CASEL](#) (2020), as an example of Common Core and SEL alignment, within the Common Core math process standards, students are asked to “construct viable arguments and critique the reasoning of others.” Social and emotional learning is naturally embedded as students:

- **Anticipate how their own arguments may be interpreted** and received by taking on the perspectives of others. (Social awareness)
- **Think metacognitively** and organize their own thoughts with given information. (Self-management)
- **Understand others’ perspectives** to effectively interpret their arguments. (Social awareness)
- **Listen actively** to further explore the arguments of others. (Relationship skills) Adapted From: *The Charles A. Dana Center at The University of Texas at Austin*

Option 3: Connect Engagement & SEL by fostering educator and administrator understanding of the connections among instruction, cognitive engagement, and feelings of well-being, acceptance, meaning, and purpose. The impact of student-centered learning on academic achievement can be integrated into the instructional strategies for an academic SLO and support higher levels of engagement while also supporting student well-being.

Student-centered practices include rich and relevant curricula, teaching that promotes deeper learning, authentic assessments that inform practice, and personalized learning that includes instructional supports (Darling-Hammond et al., 2014). *Given the fact that human relationships are at the core of student-centered practices, they have the potential to create more positive classroom and school climates that facilitate SEL*

(CASEL Secondary Guide, 2015)

A focus on goals related to student engagement should begin with ensuring a common definition of engagement and setting rigorous expectations for year end. While initial strategies can begin with a focus on getting students to log in, the goal should still focus on learning, not just the participation of students. Consider the definitions in the *CCT/Effective Teaching* and *CCT/Effective Service Delivery 3b*:

12. **Cognitive engagement:** Problem-solving, critical or creative thinking, discourse or inquiry-based learning and application to other situations
13. **Discourse:** Is defined as the purposeful interaction between teachers and students and students and students, in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning), or dialogue through technological or digital resources.
14. **Inquiry-based learning:** Occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem which has relevance to their world. The teacher's role in inquiry-based learning is one of facilitator or resource, rather than dispenser of knowledge.

(*CCT/Effective Teaching, 2017*)

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR 3b: Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

(*CCT/Effective Service Delivery, 2017*)

Assessments for Designing SLOs Focused on Academics or Engagement that Integrate SEL Competencies

Assessing Academic Goals with SEL strategies

If educators develop academic SLOs focused on academics, they can continue to utilize previous standardized assessments, when available and appropriate, and non-standardized assessments. The State Board of Education (SBE), on March 29, 2017 adopted PEAC's recommendation: "...that the state mastery test data be used in the educator evaluation and support system to inform educator goal-setting, to inform professional development planning, but not be used as a measure of goal attainment for educators. While the state mastery test results can be used to identify an area for improvement and focus, they cannot be a measure included in an educator's student learning objective." Refer to the *CT Guidelines for Educator Evaluation 2017*.

Assessing Engagement

If schools and districts have developed similar definitions and expectations for "engagement" and "discourse" as found in the *CCT/Effective Teaching* and the *CCT/Effective Service Delivery*, there are a myriad of options available for assessment. Forms of assessment for student engagement include both standardized and non-standardized assessments such as student engagement rubrics, classroom climate scales, instructor credibility scales, and existing schoolwide climate surveys. Student feedback surveys can also include questions that can be disaggregated to support and analyze student engagement and needs.

See SLO/SLI examples and other resources on the CSDE website.

Administrator SLI Development

During the 2020–2021 school year, SLIs in the administrator evaluation and support system will continue to draw on available data, district priorities, school improvement plan and prior evaluation results (where applicable). The goals/objectives should continue to capture the administrator’s impact on student learning and focus on the outcomes he or she wants to achieve.

Administrators may focus SLIs on locally determined indicators that:

- Align to health and safety, and social and emotional well-being priorities for staff and students, including meeting needs of families;
- Align with priorities, practices, and requirements due to COVID-19 in the 2020–2021 academic year;
- Align to quality teaching and learning practices in remote, in-person, and hybrid models; and
- Ensure equity for the most vulnerable students and their families.

As highlighted in Part 2, administrators can focus on attributes of the *CT Leader Rubric 2017*, or other CSDE-approved rubrics for administrator practice and performance, to support their attainment of SLIs in the areas of SEL competencies, culturally responsive pedagogy, trauma-informed practice, school climate, family engagement, and the teaching and learning process.

The following tools and resources can support administrators in establishing locally determined indicators during the 2020–2021 year:

Health and Safety

Adapt, Advance, and Achieve: Connecticut’s Plan to Learn and Grow Together describes requirements and guidance on critical aspects of a successful reopening of schools that could inform the development of administrator SLIs.

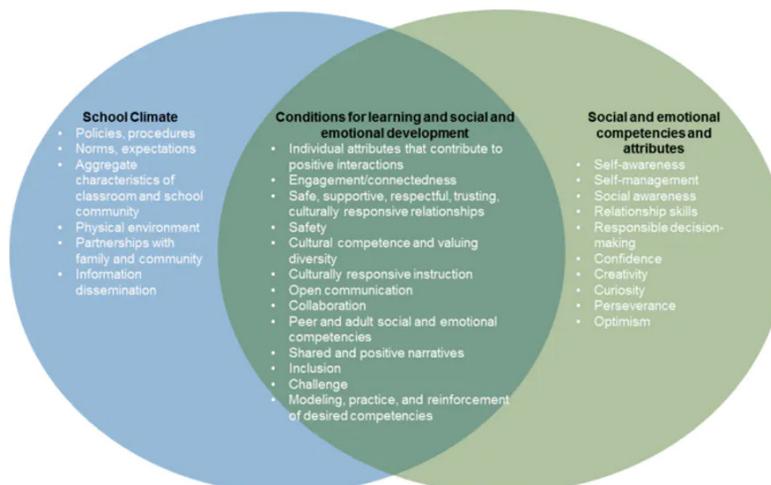
Reopening Plans due to COVID-19

Administrators have been working for months to prepare for the re-opening of schools with a continued focus on student learning, as well as the health and safety of students, staff, and the school community due to COVID-19. The Guiding Principles of *Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together* may be useful in developing and implementing SLIs.

Teaching and Learning

Addendum 12 to the CSDE Adapt, Advance, Achieve Connecticut’s Plan to Learn and Grow Together includes guidance for instructional leadership during 2020–2021 that could inform the development of administrator SLIs in support of academic achievement.

AIR’s *The Intersection of School Climate and Social and Emotional Learning* provides the following model to highlight the need to focus on school climate and social and emotional learning to support equitable, collaborative, and healthy learning environments for students.



(AIR, 2018)

Social and Emotional Well-Being

Administrators can strive to support wellness among staff and social and emotional development, which serves to increase well-being and helps teachers and service providers manage stress.

To promote students' social and emotional competence, it's important for schools to simultaneously foster a supportive staff environment that cultivates the social and emotional competence and capacity of the adults in the building. Through the [Collaborating Districts Initiative \(CDI\)](#), CASEL has learned that schools are more effective at teaching and reinforcing SEL for students when they also cultivate SEL competencies in adults. Successful SEL implementation depends on how well staff work together to facilitate SEL instruction, foster a positive school community, and model social and emotional competence. This calls on schools to focus on adults' professional growth as educators as well as their own social and emotional learning. (Jones et al., 2018)

(CASEL, 2020)

[Strengthen Adult SEL](#) provides suggestions for cultivating a community of adults who engage in their own SEL, for promoting SEL, and for modeling SEL throughout the school. [CASEL's Rubric for Strengthening Adult SEL Competencies and Capacity](#) will also be a resource for developing SLIs and implementing supportive strategies.

Designing SLOs/SLIs Focused on Family Engagement

Family engagement is critical for student well-being and success. Just as suggested with student engagement, districts and schools should work to define *family engagement* and build a common understanding.

Connecticut's Definition of Family Engagement (2018)

Family engagement is a full, equal, and equitable partnership among families, educators and community partners to promote children's learning and development from birth through college and career.

Though family engagement may have been a focus in previous years, based on the school's/district's model of teaching and learning this year, most families require additional layers of personalized support, communication, and resources. This may be especially true for families of English learners and/or students with IEPs/504 Plans. Goals and strategies must be developed based on the clear understanding of each family's needs, strengths, and levels of readiness to support their learners from home along with considerations of students' ages/grades and developmental needs. Families are taking on increased responsibilities to support students in synchronous and asynchronous tasks, utilizing new technology tools and procedures, and potentially working from home and/or with multiple children. With these added responsibilities, families may include essential workers and/or experience trauma and stress.

The guiding principles from [Full, Equal and Equitable Partnerships with Families \(2018\)](#) can be integrated into teacher, service provider, or administrator SLOs/SLIs related to family engagement:

1. Build collaborative, trusting relationships focused on learning.
2. Listen to what families say about their children's interests and challenges.
3. Model high-quality learning practices.
4. Share information frequently with families about how their children are doing.
5. Talk with students about how they want teachers and families to support their learning.
6. Co-develop cultural competence among staff and families.
7. Support parents to become effective leaders and advocates for children.

Assessment of Family Engagement

The use of the charts of high impact activities found in [Full, Equal and Equitable Partnerships with Families \(2018\)](#) may inform assessment and strategy identification for SLOs/SLIs focused on family engagement.

Goals, strategies, and action plans that educators and administrators identify and implement, should recognize interconnections, whole school/whole community approaches, and the value of Fearless and Transformational SEL to ensure equitable and accessible learning for all page 7 in [Observation, Feedback, and Support: Educator Performance and Practice](#).

See SLO/SLI examples and other resources on the CSDE website.

Resources for Supporting SLOs/SLIs

The following list of selected resources were among many that informed the recommendations and strategies for the development and implementation of goals. These can be used to support Professional Development and Evaluation Committees (PDECs) and individual educators and administrators as they establish goals for districtwide, schoolwide, and professional learning and growth in 2020–2021.

CSDE	
Topic	Resource
<i>CT Guidelines for Educator Evaluation</i>	CT Guidelines for Educator Evaluation 2017
Flexibilities for the <i>CT Guidelines for Educator Evaluation 2017</i>	Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017 for the 2020-2021 School Year, Commissioner's Memo, August 11, 2020
SEED	CT's System for Educator Evaluation and Development (SEED) Model
SLO Handbook	Student Learning Goals/Objectives 2014: A Handbook for Administrators and Teachers
Assessment Practices	Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together (p. 31)
Family & School Partnerships	CT Family School Partnerships
Family Partnerships	Full, Equal and Equitable Partnerships with Families

SEL	
Topic	Resource
Secondary Guide	CASEL Guide - Effective Social and Emotional Learning Programs: Middle and High School Edition
Scope & Sequence	Cleveland Metro Schools Scope and Sequence (2011-2012) Illinois State Board of Education - Illinois Learning Standards
Integrating Social, Emotional, & Cognitive Learning	From a Nation at Risk to a Nation of Hope: Recommendations from the National Commission on Social, Emotional, & Academic Development Aligning SEL and Academic Objectives (CASEL)
Teaching Strategies for Competencies	Sample Teaching Activities to Support Core Competencies of Social and Emotional Learning (CASEL)
Statewide Development of Standards/Goals	A Process for Developing and Articulating Learning Goals or Competencies for Social and Emotional Learning (AIR/CASEL)
Equity & SEL	Measuring SEL - Using Data to Inspire Practice
Adult	Strengthen Adult SEL (CASEL) Social-Emotional Competencies Selection Process

Assessment	
Topic	Resource
Comprehensive	Assessment Guide (CASEL)
Early Elementary Comprehensive	Strategies for Social and Emotional Learning: Preschool and Elementary Grade Student Learning Standards and Assessment
Description of Assessments	Tools to Assess Social and Emotional Learning in Schools (Edutopia)
Measuring	Building SEL Skills Through Formative Assessment (Edutopia)
Surveys	Panorama's Social-Emotional Learning Assessment
Selection of Assessments	Choosing and Using SEL Competency Assessments: What Schools and Districts Need to Know (CASEL)
6 Steps to Assessment	6 Steps to Effective SEL Assessment (ASCD)
School Surveys	School-Connect Teacher & Student Surveys
Best Practices for Measuring	Best Practices for Measuring Social-Emotional Learning (Hanover Research)

Family Engagement	
Topic	Resource
Comprehensive	Global Family Research Project
Toolkit of Resources and Strategies	Toolkit of Resources for Engaging Families and the Community as Partners - Part 1: Building an understanding of family and community engagement