

## **AFT-CT Sample Social Emotional Learning Goals**

### **Social Emotional Learning Goals**

- SEL goals do not need to be SMART or quantitative in nature. The Flexibilities allow for another measure of progress than standardized assessments.
- Teachers should create goals that focus on students' SEL growth, engagement, or emotional wellbeing. Administrators should focus on teachers' and students' SEL growth and emotional wellbeing.
- 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.
- SEL goals do not need to be content area specific although they may be (see examples on the CASEL document included with this guidance).
- Your goal may include implementation steps that focus on developing and/or enhancing your pedagogical skills related to student SEL growth.

### **Sample Goals for Teachers:**

- Students will build empathy for each other and be able to understand conflicting points of view.
- Students will build cultural competency skills.
- Students will learn mindfulness skills.
- Students will improve their reflective listening skills.
- Students will expand their emotional vocabulary
- Students will demonstrate knowledge of healthy ways of dealing with conflict
- Students will establish and maintain positive relationships by respecting others, practicing social skills and making responsible choices
- Students will demonstrate awareness of other people's emotions and perspectives
- Students will demonstrate consideration for others by contributing to the well-being of their school and community
- Students will demonstrate an awareness of cultural issues and a respect for human dignity and differences
- Students will demonstrate an awareness of social cues and respond appropriately while understanding cultural variations
- Students will apply decision-making skills to deal responsibly with daily academic and social responsibilities
- Students will use feedback constructively and understand the emotional impact of their feedback on others
- Students will understand their personal responsibility and role in developing a positive classroom culture by participating in developmentally appropriate classroom management
- Students will learn to self-monitor their feelings and develop strategies to change their emotional state

### **Sample SEL Indicators:**

- Representative sample of student work related to SEL.
- Student reflections on their SEL growth over time.
- SEL rubrics that show growth over time.

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- Sample lesson plans and SEL activities.
- Log of student check-ins and conversations with families.

### **Sample Goals for Administrators:**

- Teachers will be provided with meaningful and relevant professional development opportunities, resources, and support and feedback to enhance their growth.
- Teachers will be provided regular, constructive, and personalized feedback on their practice that is formative in nature.
- Teachers will be provided tailored, individualized support and feedback to enhance their growth related to SEL.
- Teachers will be provided regular opportunities to collaborate and share best SEL practices.
- Teachers will be provided access to ongoing wellness activities and resources for emotional support to enhance their growth.

### **Sample SEL indicators for Administrators:**

- Participation in a Calendar of wellness activities offered to teachers.
- Samples of formative feedback provided to teachers.
- Implementation of adjustments related to feedback from teachers regarding their use of Examples of SEL resources and participation in, and impact of individualized professional development options for teachers.
- Climate Survey results