

As outlined in the [Oregon Framework for Teacher and Administrator Evaluation and Support Systems](#) educator evaluations are required to take into account data gathered from multiple measures: professional practice, professional responsibilities, and goals that impact student learning and growth. This companion document provides additional guidance regarding setting and measuring Student Learning and Growth (SLG) Goals for social emotional learning and engagement.

## Student Learning and Growth Goal Requirements

SLG goals are detailed, measurable goals for student learning and growth developed collaboratively by educators and their evaluators. They are based on student learning needs identified by a review of students' baseline skills. SLG goals are aligned to standards and clearly describe specific learning targets students are expected to meet. Goals are rigorous, yet attainable.

- **Teachers** should set at least one SLG goal based on relevant instructional or content area standards. For those teachers who do not provide instruction in academic content areas goals should reflect the standards to which they instruct.
- **Administrators** responsible for student learning should set at least one academic goal. All other administrators should set goals related to their area of leadership and the accompanying standards.
- For all educators, the content of the second goal can reflect non-academic goals for students. This can include goals focused on student engagement and/or social, emotional and behavioral health.

Regardless of their focus, all goals should still include the [8 required goal components](#). Measures for goals should allow educators to provide realistic evidence of their practice and impact on students and should be mutually agreed upon between the educator and evaluator during goal setting.

## Social Emotional Learning

Many districts in Oregon include social emotional learning as part of their curriculum. As defined by the [Collaborative for Social, Academic and Emotional Learning \(CASEL\)](#), Social and Emotional Learning (SEL) is “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” SEL includes five key competencies:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

SEL competencies are similar to, but distinct from, academic content standards. They are similar in that they identify specific knowledge and skills for students across grade bands; however, the focus is on

skills for life effectiveness rather than subject area knowledge. 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. Research has shown that when students are supported to enhance their social and emotional learning skills, they also improve their academic outcomes.

## *Transformative SEL*

“Transformative SEL” facilitates critical examination of individual and contextual factors that contribute to inequities and collaborative solutions that lead to personal, community, and societal well-being. Through transformative SEL, students and adults develop social and emotional skills needed for school and community engagement, with a focus on rights and responsibilities for creating learning environments that are caring and just. This includes a focus on:

- *Identity*, a core part of self-awareness, which refers to how students (and adults) view themselves as individuals and as part of the world around them.
- *Agency*, part of self-management, or feeling empowered to make choices and take actions that produce a positive difference.
- *Belonging*, part of social awareness, the experience of acceptance, respect, and inclusion within a group or community.
- *Collaborative Problem-Solving*, part of relationship skills, the ability to build shared understanding and work together to come to solutions by pooling knowledge, skills, and efforts.
- *Curiosity*, part of responsible decision-making, which leads to the pursuit of knowledge and different perspectives and contributes to attention, engagement, and learning.



## Student Engagement

While there is no single definition of **student engagement**, the Glossary of Education Reform defines it as “the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.” Student engagement includes three domains:

- **Behavioral engagement** - Actively participating in learning, including self-regulatory behaviors
- **Affective engagement** - Wanting to learn, sense of belonging within learning community
- **Cognitive engagement** - Understanding the importance of learning, desire to learn

Research has shown that increased student engagement leads to better academic outcomes, increased persistence through academic struggles and lower dropout rates, as well as an increased sense of belonging.

## Family Engagement

**Family engagement** focuses on the importance of positive, interactive relationships between educators and families with the goal of sharing responsibility for helping children learn. This differs from **family involvement** in which families participate in school events or activities and teachers provide learning resources and information about student progress.

Some strategies<sup>1</sup> to consider in making family engagement meaningful and effective include:

- Welcoming families into the classroom and learning process early in the school year;
- Using a range of methods, including email, phone calls, letters, open-office hours and formal meetings to maintain ongoing, positive, two-way communication with families; differentiating communication strategies to adapt to family needs and preferences;
- Seeking expertise from the family on student strengths and areas for growth;
- Learning about students' home cultures and communities;
- Regularly sharing student data in ways that are accessible for families;
- Assisting families' ability to support student learning at home by sharing goals and standards, and by providing at-home strategies that align with instructional practice and learning standards.

## Goal Setting

When setting goals, recognizing the barriers faced by Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; and students and families navigating poverty is critical. To set relevant, attainable goals, take into consideration the unique contexts of these students and their families, recognizing, centering, and supporting their strengths.

### *Social Emotional Learning Goals*

[Oregon's Transformative Social and Emotional Learning Framework and Standards](#) are due to be implemented by districts no later than July 1, 2024. SLG goals focused on SEL should be aligned to these standards. Each standard includes 3-4 practices that demonstrate progression towards meeting the standard with more focused knowledge and skill.

- **Standards/Skills** – Use Oregon's Transformative SEL standards as the knowledge and skills to be measured.
- **Assessment** - Formative measures for SEL goals could include student surveys and interviews (more suitable for standards related to intrapersonal awareness), as well as observations and/or rubric assessment of group projects (more suitable for standards related to interpersonal skills).

**Standards/Skills:** Plan, evaluate, and achieve personal and collective goals and aspirations.\*

**Possible Assessments:**

- Pre and post student self-assessments
- Student/teacher goal setting conferences and forms
- End of reporting period interviews

**Target:** 100% of students will show growth on a personal or academic goal each reporting period as measured by a self-assessment.

\*Standard 2, Practice 3, [Oregon Transformative SEL](#)

<sup>1</sup> [Adapted from Supporting SMART Goals with Family and Student Engagement, Boston Public Schools.](#)

# SLG Goals for Social Emotional Learning & Engagement

Measures should allow students to provide input on how the classroom environment meets their needs.

## Family Engagement Goals

- **Standards/Skills** - When developing family engagement goals educators might consider replacing content standards with the [Standards for Family-School Partnerships](#) created by the National PTA.
- **Assessment** – Measures for family engagement goals could include data on family participation in opportunities for collaboration and communication and/or responses to surveys, interviews and other perception data.

**Standards/Skills:** Families and school staff engage in regular, two-way, meaningful communication about student learning.\*

**Possible Assessments:**

- Attendance at quarterly family conferences
- Quarterly parent feedback (survey responses)
- Weekly teacher communications

**Target:** The percentage of families who provide feedback as measured by survey responses increases by at least 10% each quarter.

\*Standards for Family-School Partnerships (Standard 2)

## Student Engagement Goals

**Standards/Skills:** Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities. \*

**Possible Assessments:**

- Student surveys and self-assessments
- Interviews

**Target:** 100% of students show growth (or stay at "strongly agree" level) in their answers to questions about their feelings of belonging as measured by a student survey about classroom climate.

\*The Danielson Framework (2a)

- **Standards/Skills** - When developing student engagement goals, educators can consider looking to the professional practice standards within their district evaluation and support system that focus on student engagement ([e.g.; Danielson Framework 2b, 3c](#)).
- **Assessment** – Measuring engagement is complex. While attendance and participation can be useful tools for measuring behavioral engagement, getting feedback directly from students through check-ins, interviews and surveys are more likely to be effective at measuring affective and cognitive engagement.

## Resources

In addition to the resources listed below, districts may wish to consult [The Oregon Framework for Teacher and Administrator Evaluation and Support Systems](#), and [Guidance for Setting Student Learning and Growth Goals](#).

## Social Emotional Learning

- [Oregon’s Transformative Social and Emotional Learning Framework and Standards](#)
- [Collaborative for Social, Academic and Emotional Learning](#) (CASEL)
- [Set Goals and Action Steps to Promote SEL for Students](#) (CASEL)

## SLG Goals for Social Emotional Learning & Engagement

- [Resources to Develop Goals focused on SEL](#) (Connecticut Department of Education)
- [Sample Social Emotional Learning Goals](#) (Connecticut Department of Education)
- [Sample Scope and Sequence of SEL Goals](#) (Ohio Department of Education)
- [Choosing and Using SEL Competency Assessments](#) (RAND Corporation and CASEL)
- [Navigating SEL from the Inside Out](#) (Wallace Foundation)

### Student Engagement

- [National Association for Family, School and Community Engagement](#) (NAFSCE)
- [Supporting SMART Goals with Family and Student Engagement](#) (Boston Public Schools)
- [7 Ways to Spark Engagement](#) and [Student Engagement Resource Roundup](#) (Edutopia)
- [How to Keep Kids Engaged in Class](#) (Edutopia)
- [Tips from \*The Highly Engaged Classroom\*](#) (Marzano)

### Family Engagement

- [National Standards for Family-School Partnerships](#) (National PTA)
- [Family Engagement Matters](#) and [Classroom Family Engagement Rubric](#) (Flamboyant Foundation)
- [Community Engagement Toolkit](#) (ODE)
- [Oregon Department of Education Family Engagement web page](#) (ODE)

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