

## Appendix B: Promoting SEL through Existing Frameworks

Social and emotional learning (SEL) is integrated into several existing frameworks, standards and indicators of effective practice that are used by districts and schools throughout Illinois. For the purposes of this appendix, three prominent ones (The Illinois Professional Teaching Standards, the Danielson Framework for Teaching, and the Illinois Conditions for Learning Indicators included within Rising Star, the IL Statewide System of Supports on-line continuous improvement platform) will be examined and how various effective practices included within promote the development of the 3 IL SEL Goals:

- SEL Goal 1: Develop self-awareness and self-management skills to achieve school and life success.
- SEL Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.
- SEL Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

### **IL Professional Teaching Standards (Section 24.130 as of July 1, 2013)**

By demonstrating various skills outlined in the [IL Professional Teaching Standards](#), educators will not only establish an environment that is conducive to learning and the development of social and emotional skills outlined in the IL SEL Standards but provide students with an opportunity to observe SEL skills being utilized throughout the day.

For example, the IL Professional Teaching Standards highlights the knowledge and skills needed to establish an effective learning environment. The standard reads as follows:

**Learning Environment** – The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Some of the knowledge and performance indicators under this section include:

- **Understands how to help students work cooperatively and productively in groups.** *(IL SEL Goal 2)*
- **Understands factors that influence motivation and engagement and how to help students become self-motivated.** *(IL SEL Goal 1)*
- **Uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities.** *(IL SEL Goals 1, 2, and 3)*

When teachers facilitate a collegial and collaborative classroom environment through group projects, students have the opportunity to practice in a controlled environment their interpersonal skill development. Likewise, teacher preparation programs can provide the same practice for education interns. Then, time could be provided to reflect and discuss how their experience supported their personal SEL development.

In addition, the IL Professional Teaching Standards also include standards on diversity, human development, and communication which directly relate to the promotion of the IL SEL Goals. For example, the following performance indicator can be found under the standard on diversity:

- **Demonstrates positive regard for individual students and their families regardless of culture, religion, gender, sexual orientation, and varying abilities.**

When teachers show positive regard for students and their families, they are not only promoting school connectedness that improves mental wellness and student outcomes but also modeling how students should treat each other, resulting in improved interpersonal skills (*IL SEL Goal 2*) and more effective collaborative learning communities.

Other IL Professional Teaching Standards have more of an indirect impact on the promotion of SEL Goals. For example, when teachers demonstrate the skills that fall under the Collaborative Relationships and Reflection and Professional Growth Standards, they are modeling some of the same skills outlined in the IL SEL Standards. For instance, when students observe teachers collaborating with others as resources for problem-solving, generating new ideas, sharing experiences, and seeking and giving feedback (Performance Indicator under Reflection and Professional Growth Standard), students are more likely to recognize external supports that can help them achieve academic and personal goals (*IL SEL Goal 1*).

## **The Danielson Framework for Teaching**

[The Danielson Framework for Teaching](#) is another prominent framework used throughout Illinois. Not only is it widely used for professional development by Illinois districts, the classroom observation portion of the *optional* evaluation system designed by the state of Illinois has been adapted from Charlotte Danielson's *Framework for Professional Practice*. Danielson's system emphasizes research-based practices that promote student learning and explain what teachers should know and do. It also includes effective teacher practices that contribute to the establishment of a positive classroom environment and development of social and emotional skills.

Like the IL Professional Teaching Standards, the Danielson Framework has a *Domain* dedicated to the Classroom Environment. Some of the more general skills and activities outlined under the Classroom Environment Domain include:

- 2a. Creating an Environment of Respect and Rapport** (*SEL Goal 2*)
- 2b. Establishing a Culture for Learning** (*SEL Goals 1, 2, and 3*)
- 2c. Managing Classroom Procedures** (*SEL Goals 1, 2, and 3*)
- 2d. Managing Student Behavior** (*SEL Goal 1*)
- 2e. Organizing Physical Space** (*SEL Goals 1 and 2*)

Social and emotional skill development is also promoted through teacher practices highlighted in other domains (Planning and Preparation, Instruction, and Professional Responsibilities).

When students observe a number of the skills included throughout the framework, they are more likely to develop similar skill sets. For instance, one component under instruction is demonstrating flexibility and responsiveness. When teachers show flexibility, students may in turn develop better coping strategies when experiencing changes in their environment (*SEL Goal 1*). In addition, being responsive to student needs (academic, physical, social, emotional, and behavioral) will improve youth development as well as school connectedness (*SEL Goals 1, 2, and 3*).

## Conditions for Learning Indicators

The Illinois State Board of Education identified [Conditions for Learning Indicators](#) within Rising Star that promote:

- a positive school climate,
- the development of academic, physical, **social**, **emotional**, and behavioral skills,
- engagement and re-engagement of students, and
- address barriers to teaching and learning.

These indicators are global and systemic in nature and inclusive of systems, policies, and practices that are needed school-wide and in the classroom. **All** Conditions for Learning Indicators promote the development of the IL SEL Standards. For example, indicator CL10 states:

**The school culture promotes and supports the academic, physical, social, emotional, and behavioral skill development and engagement of students.**

These frameworks that are already being incorporated into higher education and k-12 programming are a great starting place for higher education curriculum designers to identify the knowledge and skills future administrators, teachers, and pupil support personnel will need to promote students' social and emotional development.