

Social & Emotional Learning and Destination 2020

ASD K-12 SEL Team, Professional Learning Department

SEL Here to Stay: Firmly Rooted in the Danielson Framework

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The Anchorage School District's adoption of the Danielson Framework is a key initiative in the work toward ensuring meeting our goals for student achievement, graduation, attendance, and safety - the goals of *Destination 2020*. This issue of the SEL Academic Journal describes how the Danielson Framework roots the ASD K-12 Social and Emotional Learning (SEL) Standards firmly in Danielson's responsibilities for teaching and learning and the District's mission, "to educate all students for success in life."

SEL in the ASD

Social and Emotional Learning involves teaching and facilitating skills that students and adults need to be successful at home, at school, in the workplace, in life. They are the skills students need to listen to perspectives of others, use positive communication, be aware of cultural issues and differences, read social cues, set and achieve goals, and take personal responsibility for their learning.

The Anchorage School District began its 20-year history of implementing social and emotional learning with the initial implementation of the evidence-based program, Resolving Conflict Creatively Program (now known as Connected and Respected). In 2003, the district reinforced its deep involvement and belief in SEL by creating K-12 standards and indicators for social and emotional learning. These K-12 SEL standards are integrated into Pre-K Early Childhood Intervention programs, the district's literacy program, Houghton Mifflin, and the Health curriculum "The Great Body Shop," creating the teacher position of *Health/SEL Specialist*, and the new second grade social studies curriculum. The district's middle school program, Aggressors, Victims and Bystanders (AVB), and secondary program, Individuals Making Positive Action Choices Today (IMPACT), directly support SEL skills instruction. Secondary school climate activities such as Be the Change, Change of Heart and Rachel's Challenge promote a safe and respectful learning environment. Through the recently adopted Common Core State Standards students are consistently practicing the SEL skills needed to be successful in learning academic content. Today, the ASD's adoption of the Danielson Framework confirms that SEL is integral to the teaching and learning process, and is viewed as a habit of practice within each of the four domains.



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Danielson’s Framework for Teaching

The Danielson Framework for Teaching is a comprehensive and coherent framework that identifies researched-based components of instruction grounded in a constructivist view of teaching and learning, which is “the belief that learning occurs as learners are involved in a process of meaning and knowledge construction.” The Danielson Framework is made up of four domains of teaching responsibility:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

In the table below is a description of how SEL is embedded in the domains of teaching:

Off-Stage	On-Stage
Domain 1: Planning and Preparation	Domain 2: Classroom Environment
Planning to teach academic content that makes the explicit connection to SEL standards, skills, and real life.	Creating a safe and respectful learning environment, which is well managed, supportive, and rooted in a culture for learning and respect where students are practicing their SEL skills.
Domain 4: Professional Responsibilities	Domain 3: Instruction
Reflecting on and modeling adult SEL skills with students, colleagues, families, and the school community.	Engaging students in learning through instructional practices that provide the opportunity to practice SEL skills.

Within each domain of responsibility are components of instruction; these are the aspects of a teacher’s responsibilities documented to promote improved student learning. It is within the components of instruction that SEL skills are evidenced, and the Danielson Framework and the ASD K-12 SEL Standards are complimentary to each other.

The following is an example of how both the ASD K-12 SEL Standard 1C and the related instructional practices could help teachers meet the responsibilities in Danielson’s Domain 2, Classroom Environment.

DOMAIN 2: The Classroom Environment	ASD K-12 SEL Standard
<p>2a Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with students 	<p>1C, Students demonstrate awareness of their external supports.</p> <p>SEL Instructional Practice: <i>Assist students in recognizing supports in academic content and within the school community, i.e. tools and resources, peers, parents, mentors, friends, leaders.</i></p> <ul style="list-style-type: none"> • Brainstorm a list of supports and make it accessible. • Take students on a school tour to meet school staff. • Show students where academic resources are located in the classroom and how to use them. • Have students role-play how to ask for help in academic content and in finding a resource. • Develop a process of problem-solving steps with peers and in academic content. • Create working agreements to promote respect, rapport, and a culture for learning.
<p>2b Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • Importance of content • Expectations for learning and achievement • Student pride in work 	
<p>2c Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Instructional groups • Transition • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals 	
<p>2d Managing Student Behavior</p> <ul style="list-style-type: none"> • Expectations Monitoring behavior • Response to misbehavior 	
<p>2e Organizing Physical Space</p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and resources 	



K-12 SEL Instructional Practice: Domain 4: 4e, Growing and Developing a Culture for Professional Inquiry

The ASD K-12 SEL Standards are made visible in the Danielson Framework for Teaching when we intentionally infuse effective SEL instructional practices throughout the school day.

The components of Domain 4 consist of a wide range of teacher responsibilities from self-reflection and professional growth, to participation in a professional learning community, and engaging the larger school community. In the ASD, Domain 4 fills the purpose of reflecting and communicating with colleagues, parents and the larger community about what we are doing to increase student achievement, attendance, graduation, and school safety - the goals of *Destination 2020*.

This instructional practice is designed to foster a culture for professional inquiry among educators, centered around how SEL helps educators enhance their teaching responsibilities in all domains of the Danielson Framework.

On page 4 is a tool to promote growing and developing a culture for professional inquiry -

1. *Begin using this tool independently:*

- Choose a domain to focus on.
- Read through the components of the domain and the related SEL questions.
- Jot down your responses to the questions.

2. *Small group activity:*

- Each group member shares their responses.
- Discuss similarities.
- Brainstorm additional SEL instructional practices.
- Write down the questions and/or statements you would say to students to make the SEL skills visible and purposeful.

In the Anchorage School District, it is our responsibility to communicate consistently and cohesively about the connections between key initiatives that keep SEL rooted in the District's mission, "to educate all students for success in life."

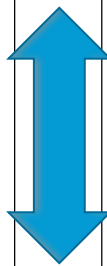
Please don't hesitate to contact the SEL Team - Heather Coulehan, Jan Davis, Clare Morrison, and Gavin Vaughan - with questions or inquires. We look forward to working with you.

The way we teach is as important as what we teach.



Danielson Framework

Off-Stage	On-Stage
<p>Domain 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments</p>	<p>Domain 2: Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space</p>
<p><i>Look at the list of SEL skills below: What SEL skills do you see YOURSELF using to meet your responsibilities in Domains 1 and 4?</i></p> <p><i>How would you use the SEL skills?</i></p>	<p><i>Look at the list of SEL skills below: What are the SEL skills you would focus on building in your STUDENTS to meet your teaching responsibilities in Domains 2 and 3?</i></p> <p><i>What are the SEL instructional practices you would use to engage students in practicing the skills?</i></p> <p><i>How would you make it visible to the students, which skills they were practicing?</i></p>
<p>Domain 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism</p>	<p>Domain 3: Instruction</p> <p>3a Communicating With Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness</p>



ASD K-12 SEL Skills

Self-Awareness

- Labels one's emotions (1A)
- Self-assesses strengths and challenges (1B)
- Seeks help (1C)
- Acts on personal responsibilities (1D)

Self-Management

- Manages one's emotions (2A)
- Acts with honesty and integrity (2B)
- Uses effective decision-making skills (2C)
- Sets and achieves goals (2D)

Social Awareness

- Cares about the feelings and viewpoints of others (3A)
- Shows consideration and contributes positively to community (3B)
- Appreciates diversity and respects human dignity (3C)
- Understands social cues for behavior (3D)

Social Management

- Communicates and interacts effectively with others (4A)
- Builds constructive relationships (4B)
- Prevents and resolves conflicts (4C)