

Are You Ready to Assess Social and Emotional Development?

Moving SEL Forward

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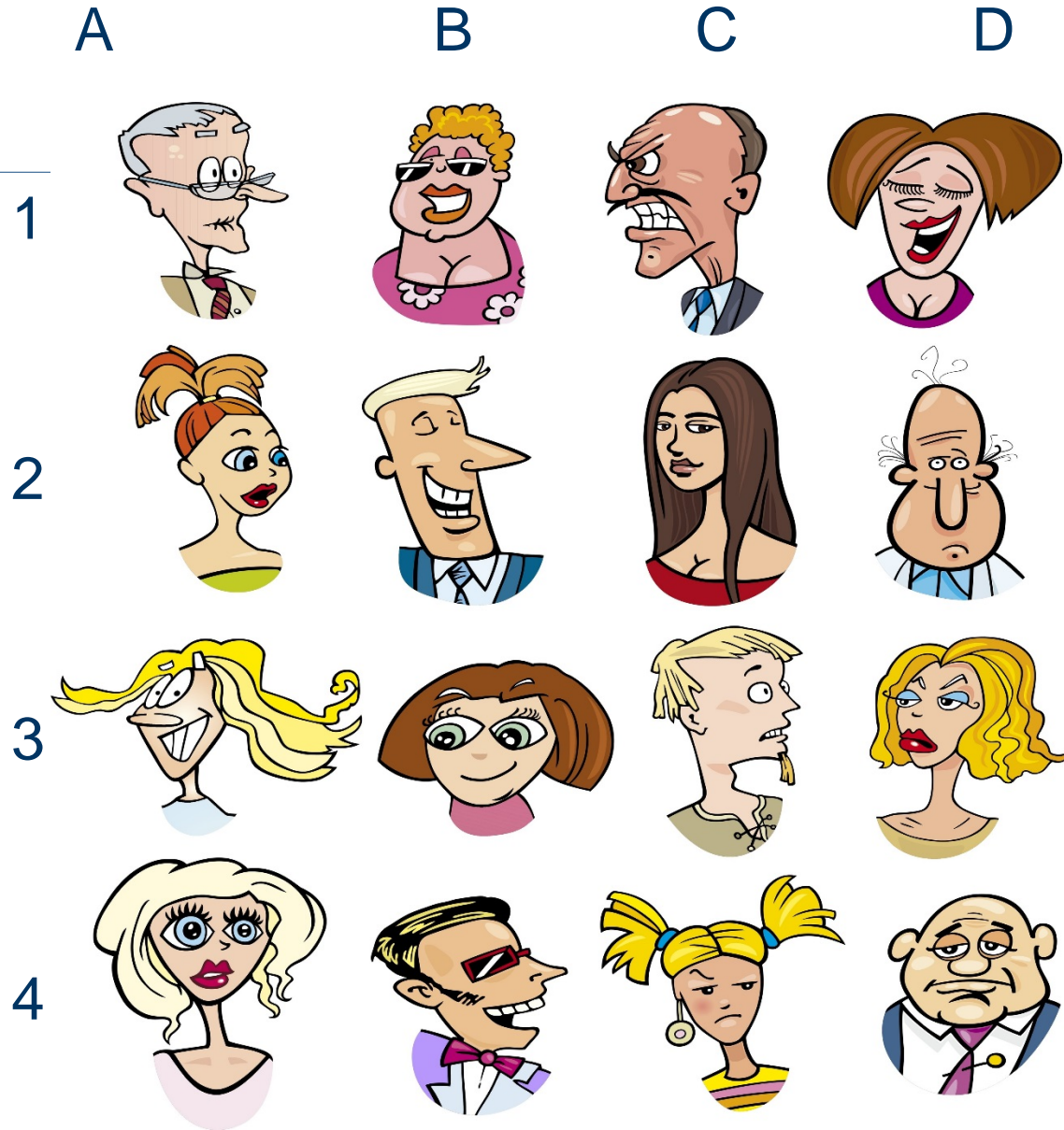
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January 2017

Welcome

- SEL Bingo

- In groups of three or four
- Pick the emotion you felt at the beginning of the week
- How did that emotion impact the way you processed information?



Ready to Assess Objectives



American Institutes for Research

Established in 1946, with headquarters in Washington, D.C., American Institutes for Research (AIR) is an independent, nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance both domestically and internationally.

As one of the largest behavioral and social science research organizations in the world, AIR is committed to empowering communities and institutions with innovative solutions to the most critical challenges in education, health, workforce, and international development.

What if...

Keeping social and emotional skills at the center of teaching and learning



SEL and ESSA

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Every Student Succeeds Act (ESSA) Supports the
“**Whole Child**” and “**Student Engagement**”

well-rounded
enrichment
community
engagement
safe
learning climate
supports
student-led
family
high-quality
instruction
supportive school
education
healthy

What is SEL?

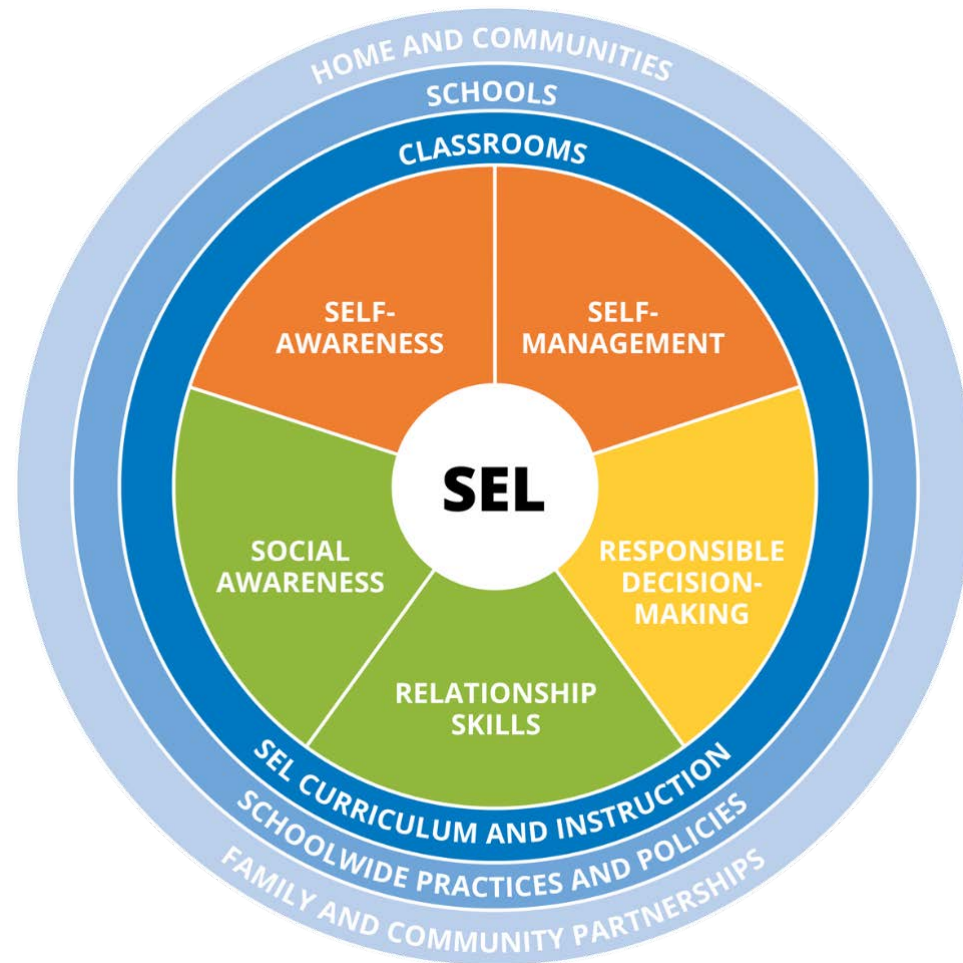
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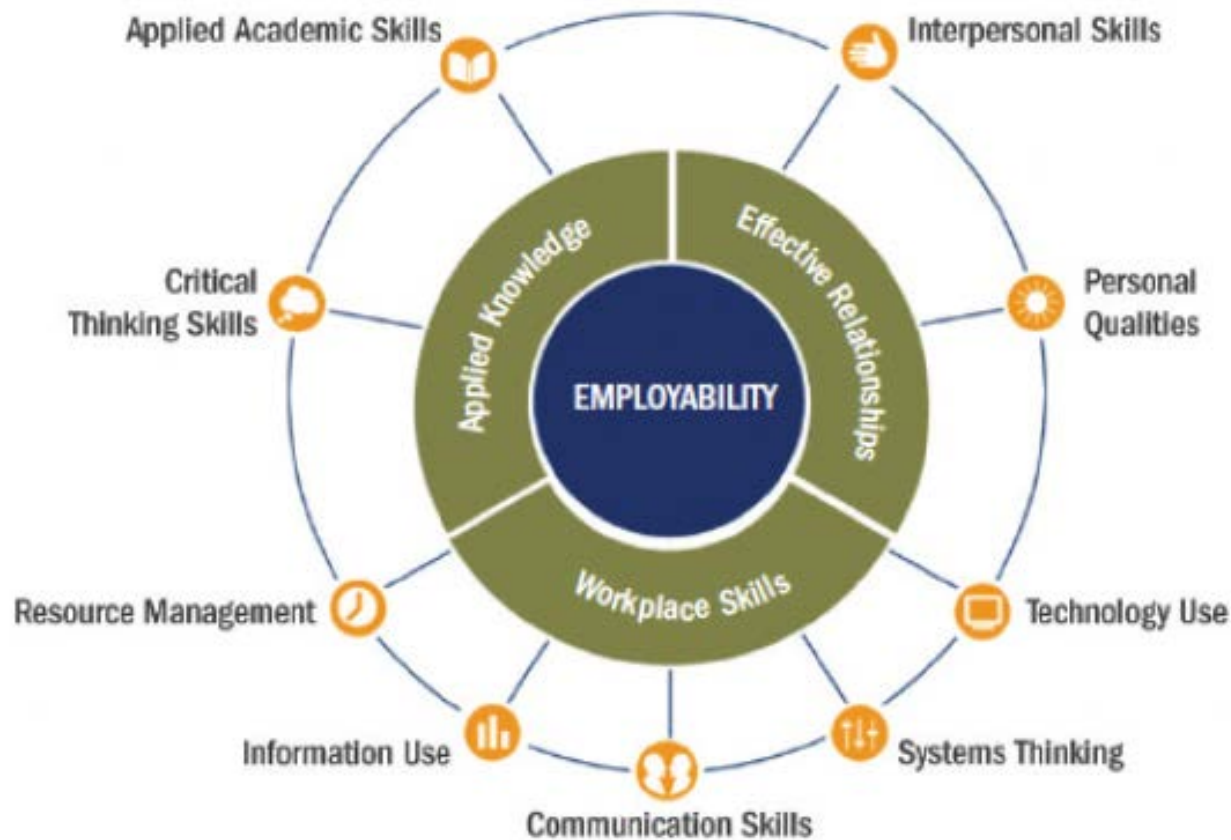
Collectively, What Do You Call These Constructs in Your State? District? School?

- Self-awareness
- Collaboration skills
- Self-management
- Social awareness
- Responsible decision making
- Relationship skills
- Job readiness
- Executive functioning
- Active listening
- Critical thinking skills
- Interpersonal skills
- Intrapersonal skills
- Communication skills
- Self-regulation
- Creativity
- Life and career skills
- Organizational skills

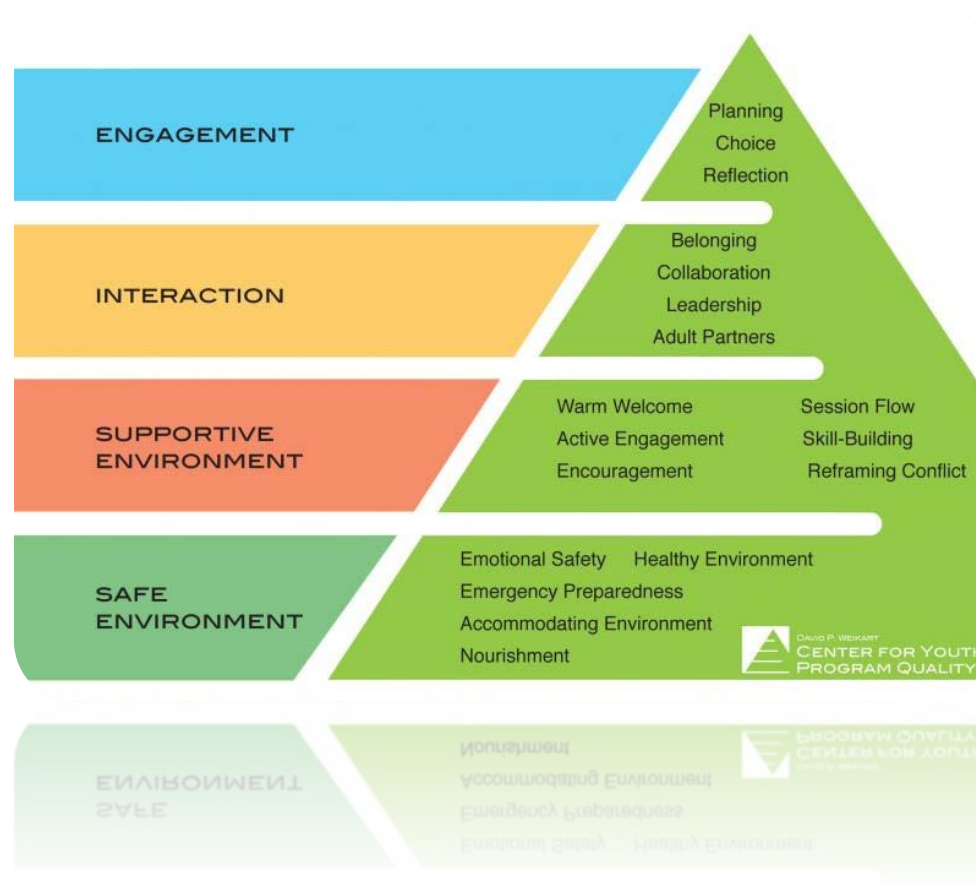
Collaborative for Academic, Social, and Emotional Learning (CASEL)



Office of Career, Technical, and Adult Education (OCTAE) Employability Skills



Quality Youth Development



...and then there are Belief Ecologies



Are You Ready to Assess?

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Big Picture: Using Data to Monitor SEL and Climate Efforts

- Collect process data to determine how well your efforts are being implemented.
- Collect outcomes data to determine the impact of your efforts.
- Use your process and outcome data to begin planning for the next cycle of improvement efforts.
- Routinize those structures in place that promote a positive school climate and develop student social and emotional skills.
- Participate in a data retreat to review the data to determine key findings.



Big Picture: Cycle of Continuous Improvement for SEL

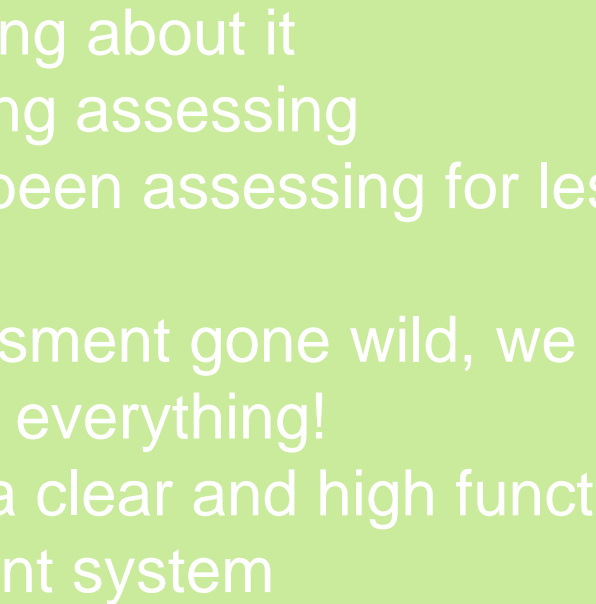
- **Identify** a framework
- **Understand, Embrace, and Embody** social and emotional skill building
- **Implement** practices that support social and emotional development
- **Assess** or decide about the assessment of social and emotional development



SEL Standards

SEL Standard	Middle School Developmental Benchmarks	Sample Activities
<p>Students demonstrate an awareness of their emotions.</p>	<ul style="list-style-type: none"> • Recognize negative emotions as indicators of situations in need of attention. • Analyze emotional states that contribute to or detract from their ability to problem solve. • Explain the possible outcomes associated with the different forms of communicating emotions. 	<ul style="list-style-type: none"> • Design analogies about emotions (i.e., emotions are like the warning signals on the dashboard). • Discuss the objectivity of the scientist and make connections to when it's useful to show objectivity. • Look at ways in history that various characters have communicated their emotions and discuss the results.
<p>Students demonstrate consideration for others and a desire to positively contribute to their community.</p>	<ul style="list-style-type: none"> • Explain how their decisions and behaviors affect the well-being of their school and community. • Explore a community or global need and • generate possible solutions. 	<ul style="list-style-type: none"> • Students draw an “Impact web” of how their actions could potentially affect others, or how a historical figure's actions affected society. • Students look at global needs and do a class discussion on what they would do to help if they were president of the United States.

Source: [Anchorage SEL Standards](#)

- 
1. Just thinking about it
 2. Just starting assessing
 3. We have been assessing for less than 2 years
 4. It is assessment gone wild, we are assessing everything!
 5. We have a clear and high functioning assessment system

ARE YOU READY to Assess Social and Emotional Development?

Stop

Think

Act

Stop

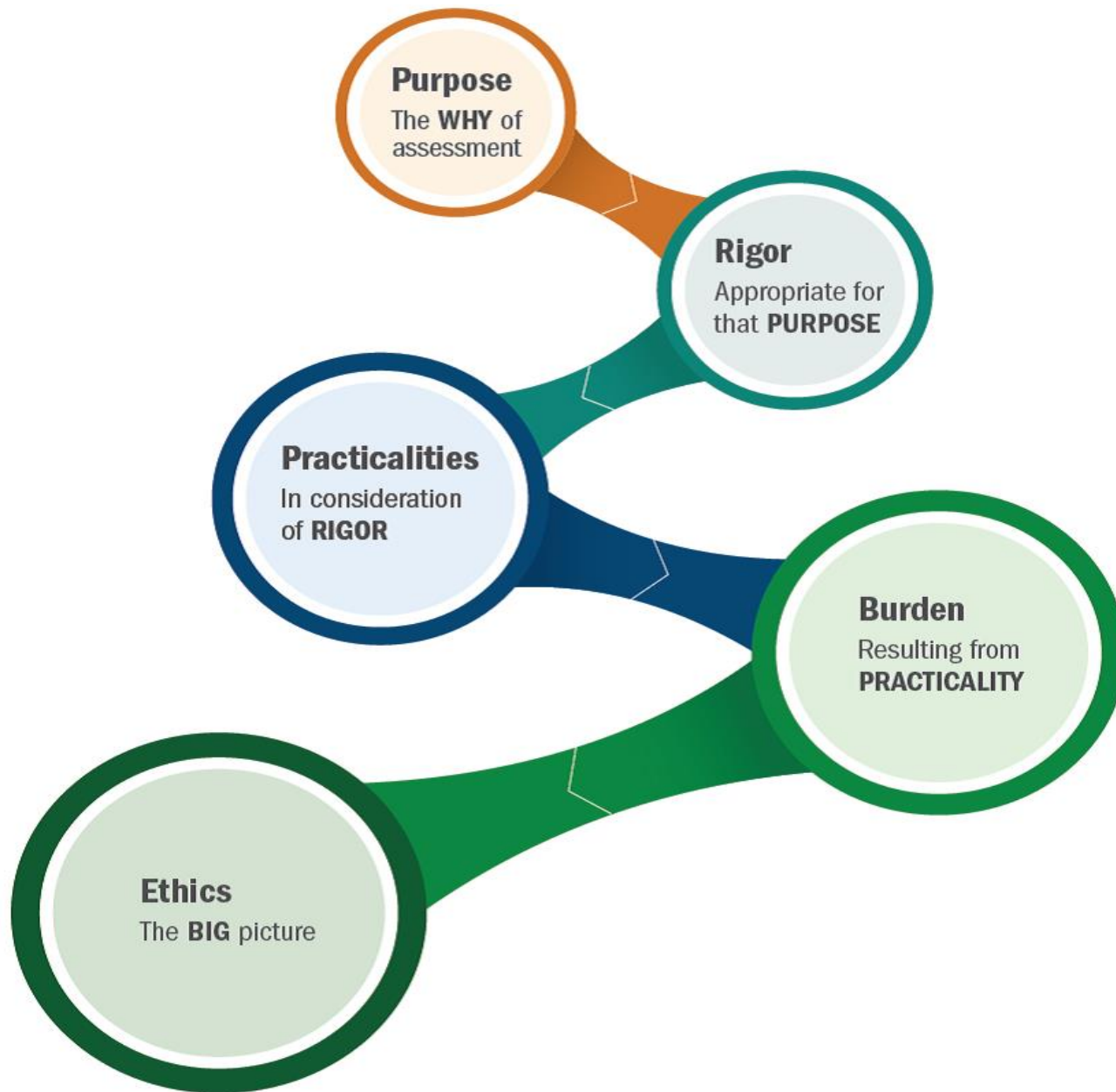
and learn about the assessment landscape.

Think

about assessment purpose, rigor, practicality, burden, and ethics.

Act

with confidence to choose the right assessments or alternative solutions.





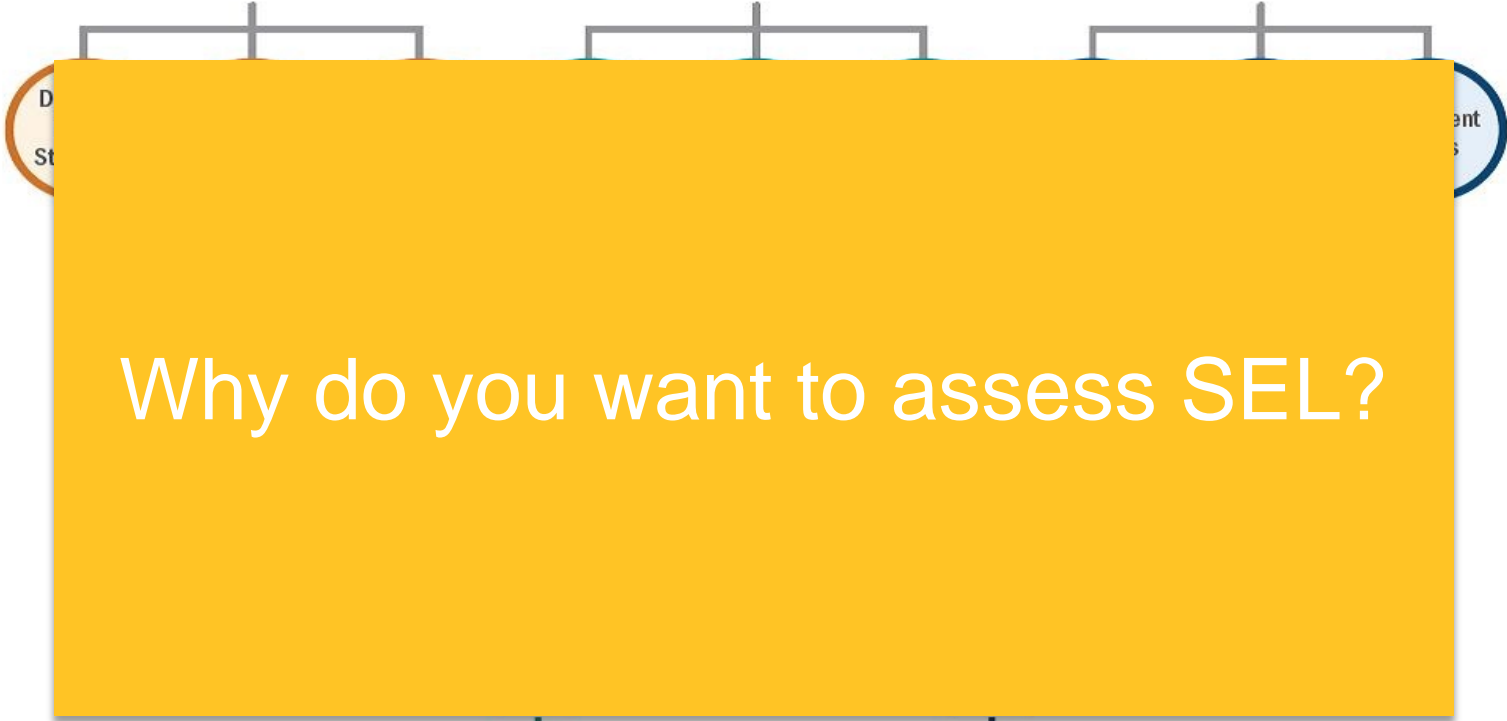
Accountability



Communication



Information



Why do you want to assess SEL?

High Stakes

Low Stakes



High Rigor



Low Rigor

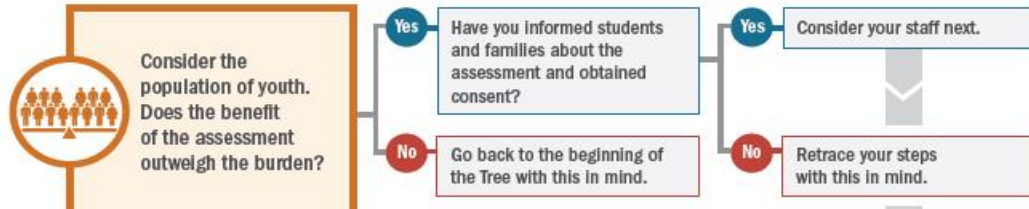


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What is the program or practice in which this assessment will sit?

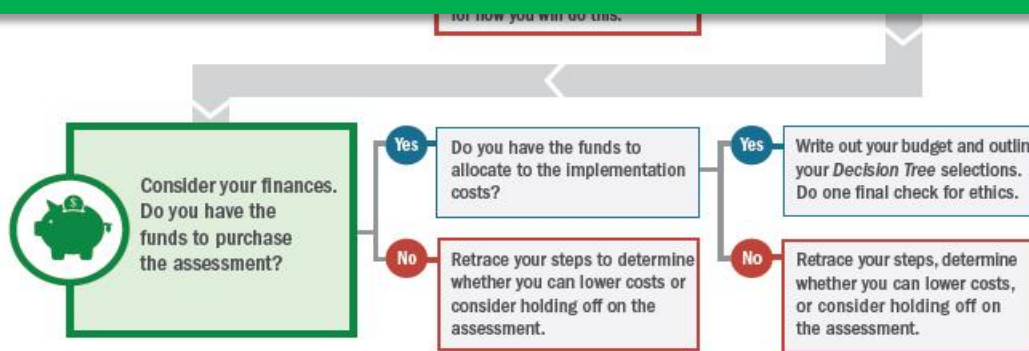
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High Rigor



What is the context in which the assessment is situated?

What are your school, staff, and students able to do?



Tool Name Web Address	Developer	Other Ages/Grades Covered	Constructs Measured	Respondent and Format	Number of Items and Response Time	Cost Associated (Y/N)	Setting
Academic Motivation Scale (AMS) http://www.jmu.edu/assessment/wm_illinois/Validity_Evidence_A	Vallerand, R. J., Pelletier, L. G., Blais, M. R., Briere, N. M., Senecal, C., & Vallières, E. F. (1992). The Academic Motivation Scale: A measure of	<input type="radio"/> Early childhood (0-5 years) <input checked="" type="radio"/> Elementary school	Amotivation External regulation Introjected regulation	<input checked="" type="radio"/> Self <input checked="" type="radio"/> Family <input type="radio"/> Teacher/staff	28 Items	NA	<input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input checked="" type="radio"/> Other
Achenbach System of Empirically Based Assessment (ASEBA) www.aseba.org							<input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> Other
Battelle Developmental Inventory (BDI), 2nd Edition http://www.riversidepublishing.com/products/bdi2/		(Grades 6-12, 11-18 years) <input type="radio"/> Workforce (18+ years)	Coping Social role	<input checked="" type="radio"/> Observation <input type="radio"/> Performance based <input type="radio"/> Other			<input checked="" type="radio"/> Classroom <input type="radio"/> Schoolwide <input type="radio"/> Afterschool <input type="radio"/> Other

Is SEL assessment worth it?

Can you do something less burdensome to meet the same end?

Considerations in Measuring Social and Emotional Skills

As we think of SEL assessments, let's consider the following:

- Reliable and valid assessments of student social and emotional competence exist, but they must be used wisely.
- Social and emotional competence measurement is influenced by multiple factors (e.g., reference bias or personal factors).
- Social and emotional competence measures tend to vary across ages and genders.
- Direct measures of student social and emotional skills may be problematic for accountability.

Source: Grossman (2016), Osher & Shriver (2016).

What Are Some Possibilities for Social and Emotional Measurement?

Use of direct measures

- Measures of individual and adult social and emotional competencies (e.g., Likert-type scales, rubrics, performance-based measures, report cards)
- School climate or conditions for learning (e.g., U.S. Department of Education School Climate Survey [EDSCLS])
- Teacher practices that support SEL (e.g., common observation instruments or student surveys)

Indirect measures of SEL

- Attendance rates / chronic absenteeism
- Disciplinary referrals
- Suspension/expulsion rates
- Graduation rates
- Student engagement

Source: Darling-Hammond and colleagues (2016); Osher & Shriver (2016).

Moving SEL Assessment Forward

- Ensure alignment exists between assessment and practice
 - What do we want to impact?
 - What can we impact?
 - *How* do we impact?
 - What can we measure?
- As we begin alignment...
 - Ensure measures are low abstraction compared to high abstraction
 - Decide to measure skills or dispositions
 - Select measures that are developmentally appropriate
 - Provide appropriate training to teachers on the use of the measures
 - Communicate with families about SEL measures



Source: Whitehurst (2016);
Elias, Ferrito, & Mocerri (2016).

Activity: Using Data to Support SEL

- Identify current SEL data currently collect
 - Direct and indirect measures
- Identify additional data sources, if any, you would want to consider collecting
 - Direct and indirect measures

See Handout: SEL Data Identification

Adult SE Competencies

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Adult Social and Emotional Skills

Self-Awareness

- Recognize one's own feelings, interests, strengths, and limitations

Self-Management

- Regulate emotions and manage daily stressors

Social Awareness

- Take perspectives of others and appreciate similarities and differences

Relationship Skills

- Exhibit prosocial behavior and demonstrate positive social skills in order to develop meaningful relationships

Responsible Decision Making

- Make ethical decisions and strengthen the ability to develop appropriate solutions to identified problems

Source: Yoder, 2014a.

Teacher SEL self-assessment by the Center on Great Teachers and Leaders

Part A. Teaching Practices

Think about how often you implement a variety of practices that influence students' social, emotional, and academic skills. Think about how often you implement **teaching practices that focus on positive social interactions**. Using a scale of 1 to 5, rate how often and how well you use these practices. If you have any questions about the terms in this assessment, refer to the Teaching Practices section of our interactive graphic.

Rating Rubric	
1 I do not implement this practice.	4 I generally implement this practice well.
2 I struggle to implement this practice.	5 I implement this practice extremely well.
3 I implement this practice reasonably well.	

Student-Centered Discipline	
I have discussions with my students about how and why classroom procedures are implemented.	- None - ▼
I implement consequences that are logical to the rule that is broken.	- None - ▼
I am consistent in implementing classroom rules and consequences.	- None - ▼

Source: Yoder, 2014a

<http://www.gtlcenter.org/sites/default/files/SelfAssessmentSEL.pdf>

Practice Measures and Coaching

How Do You Implement SEL?

- Ways to implement SEL (SEL programs or general pedagogy)
 - Target specific social and emotional skills during specified instructional time
 - Integrate social and emotional skills with academic content
 - Promote practices that develop safe and supportive schools, classrooms, and afterschool programs

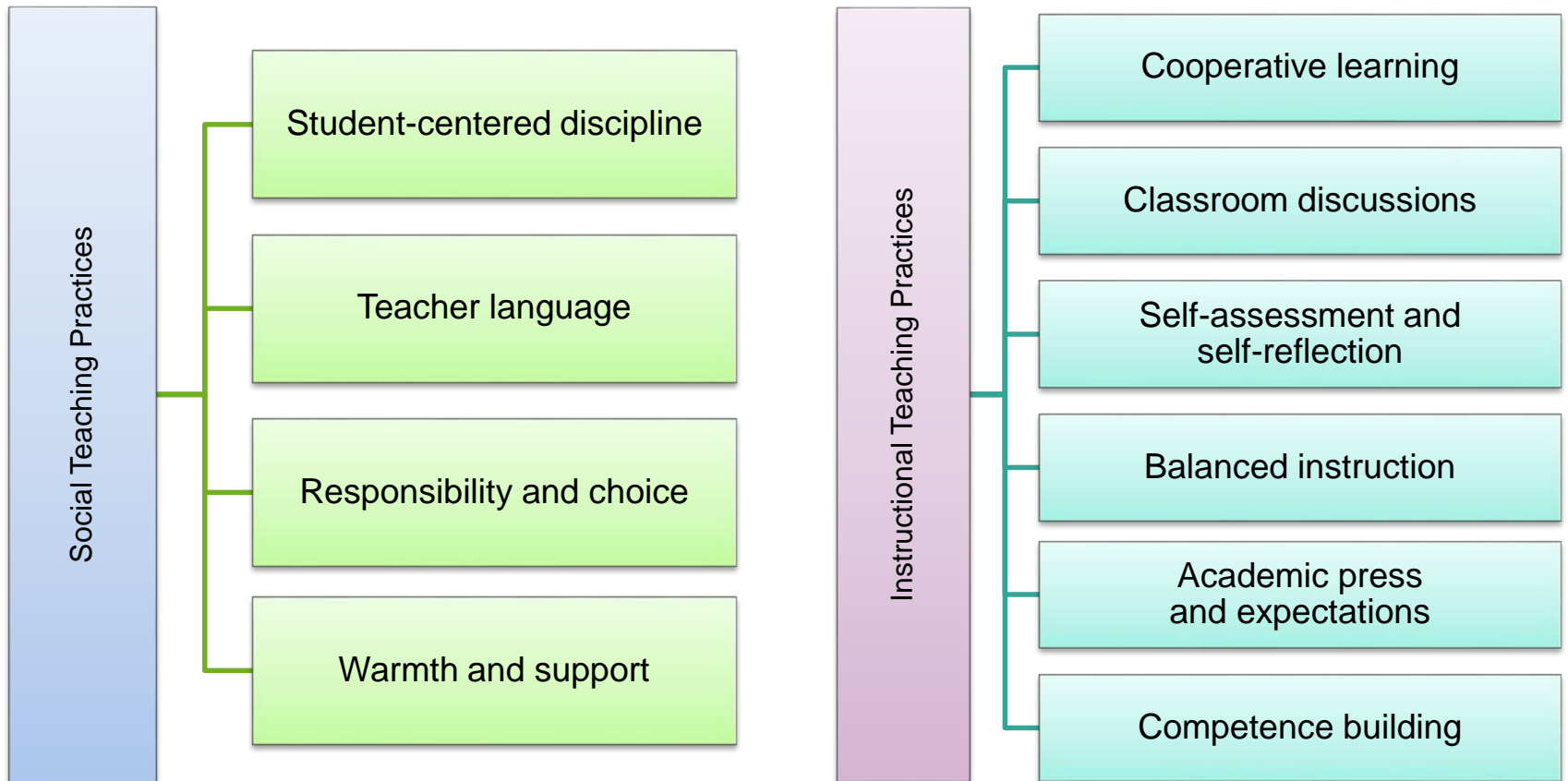
Source: CASEL, 2012; Yoder 2014b.

Merging Best Practices With Student Development and Inquiry-Based Science

“Students do not work in the service of STEM by, for example, participating in science in order to become scientists, engineers, and mathematicians. Rather, STEM experiences are put to work in the service of students’ academic, social, and emotional development.”

~ Lyon, Jafri, and St. Louis, 2012 (p.51; Project Exploration)

Introducing the 10 Teaching Practices That Promote SEL



Source: Yoder, 2014b

Teacher Language Example

	I do not implement this practice.	I struggle to implement this practice	I implement this practice reasonably well	I generally implement this practice well	I implement this practice extremely well.
I promote positive behaviors by encouraging my students when they display good social skills (e.g., acknowledge positive actions or steps to improve).					
I promote positive behaviors by encouraging my students when they display good work habits (e.g., acknowledge positive actions or steps to improve).					
I let my students know how their effort leads to positive results with specific affirmation.					

Teacher Language Example

	SEL practice is not yet present in the classroom	SEL practice is minimally present in the classroom	SEL practice is moderately present in the classroom	SEL practice is fully present in the classroom
<u>Teacher language</u> refers to how teachers talk to students.				
<i>Teacher practice:</i> When fully implementing teacher language practices, the teacher acknowledges positive behaviors and asks students to reflect on their behavior—both social skills and work habits. The teacher also provides specific affirmation to let students know their efforts lead to positive results.				
<i>Student behaviors:</i> When the teacher fully implements teacher-language practices, students use positive language with the teacher and their peers, including appropriate academic language. Students become more motivated, persist in tasks, and modify or continue positive behaviors based on the language the teacher uses in the classroom.				

Teaching Practice Example: Teacher Language

- **Example 1: This Math Teacher Loves Mistakes**
- <http://tnclassroomchronicles.org/okay-mess/>



Teaching Practice Example: Teacher Language

How would you engage in a feedback conversation with this teacher?

- Describe how you communicate encouragement to motivate your students.
- Describe how you communicate desirable outcomes for behavior and academic performance (e.g., positive behaviors, academic performance).
- How do you help your students use language effectively?

Classroom Discussion Example

	I do not implement this practice.	I struggle to implement this practice	I implement this practice reasonably well	I generally implement this practice well	I implement this practice extremely well.
I help my students identify how to listen (e.g., tracking the speaker, making mental connections).					
I help students learn how to respond to and learn from their peers' contributions during a discussion.					
I help my students learn how to effectively communicate their points of view (e.g., elaborate on their thinking).					
I hold in-depth discussions about content with my students.					
I ask my students to listen to and think about their peers' opinions and whether they agree with them .					

Classroom Discussion Example

	SEL practice is not yet present in the classroom	SEL practice is minimally present in the classroom	SEL practice is moderately present in the classroom	SEL practice is fully present in the classroom
<u>Classroom discussions</u> refers to conversations students and teachers have about content.				
<i>Teacher practice:</i> When fully implementing classroom discussion practices, the teacher helps students identify how to listen to, respond to, and learn from other students in a discussion. The teacher helps students learn how to effectively communicate their point of view, allowing students to hold in-depth discussions about content and reflecting on their peers' thoughts.				
<i>Student behaviors:</i> When the teacher fully implements classroom discussion practices, students listen attentively and can paraphrase and analyze the speaker's main points as well as extend their own thinking in response. Students can ask clarifying questions as well as use effective communication skills to present their own point of view and reflect on their peers' points of view.				

Teaching Practice Example: Classroom Discussion

- **Example 1: Rich Classroom Discussions in Math**
- https://www.youtube.com/watch?v=n0_xDd5UyAU



Teaching Practice Example: Classroom Discussions

How would you engage in a feedback conversation with this teacher?

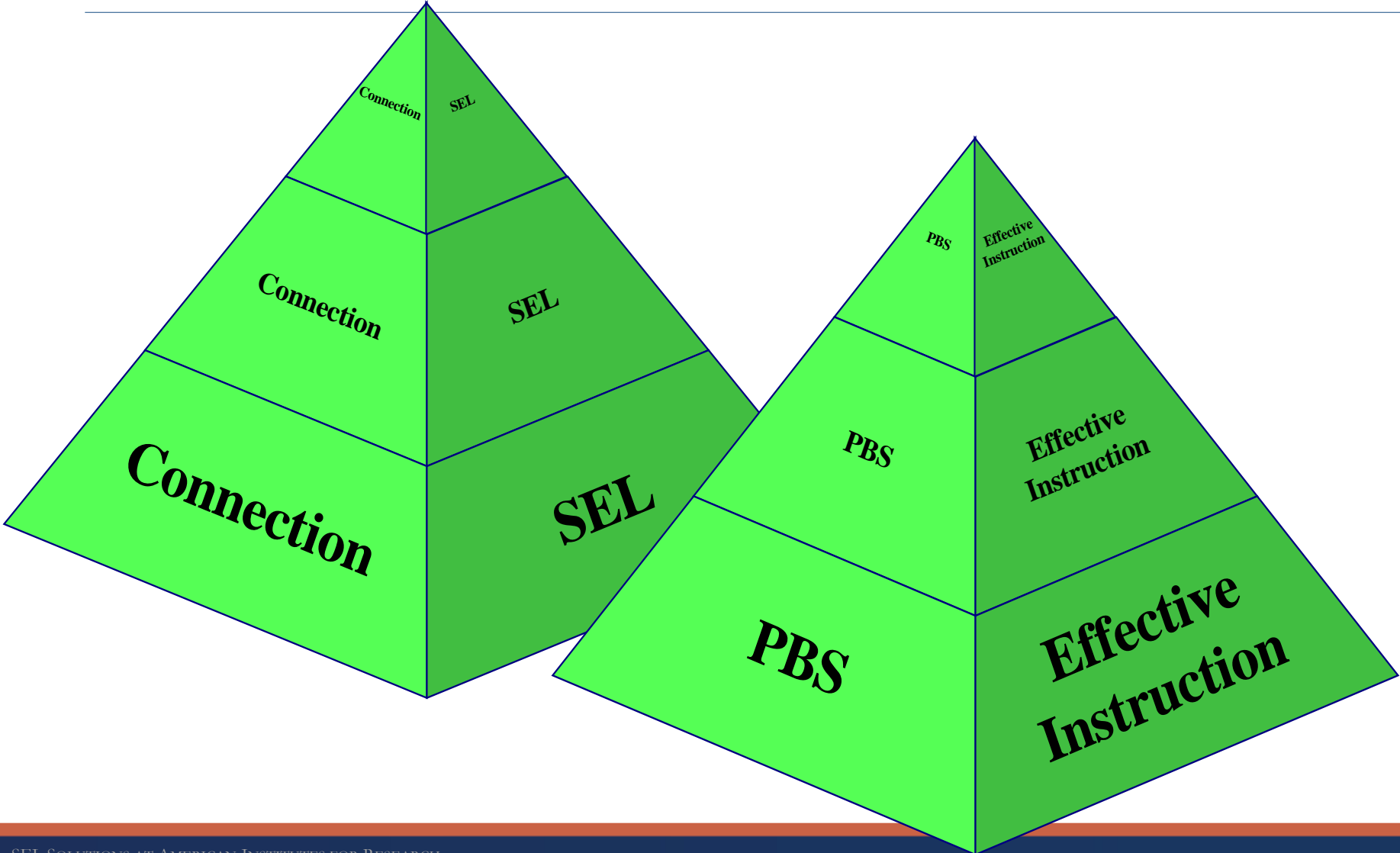
- How do you incorporate questioning techniques into your lesson plans?
- To what extent does your instruction facilitate thoughtful classroom discussions by developing the listening skills of students? By building their skills to conduct inquiry? Their ability to collaborate with others to arrive at a deeper understanding or a decision?

Bringing It Together!

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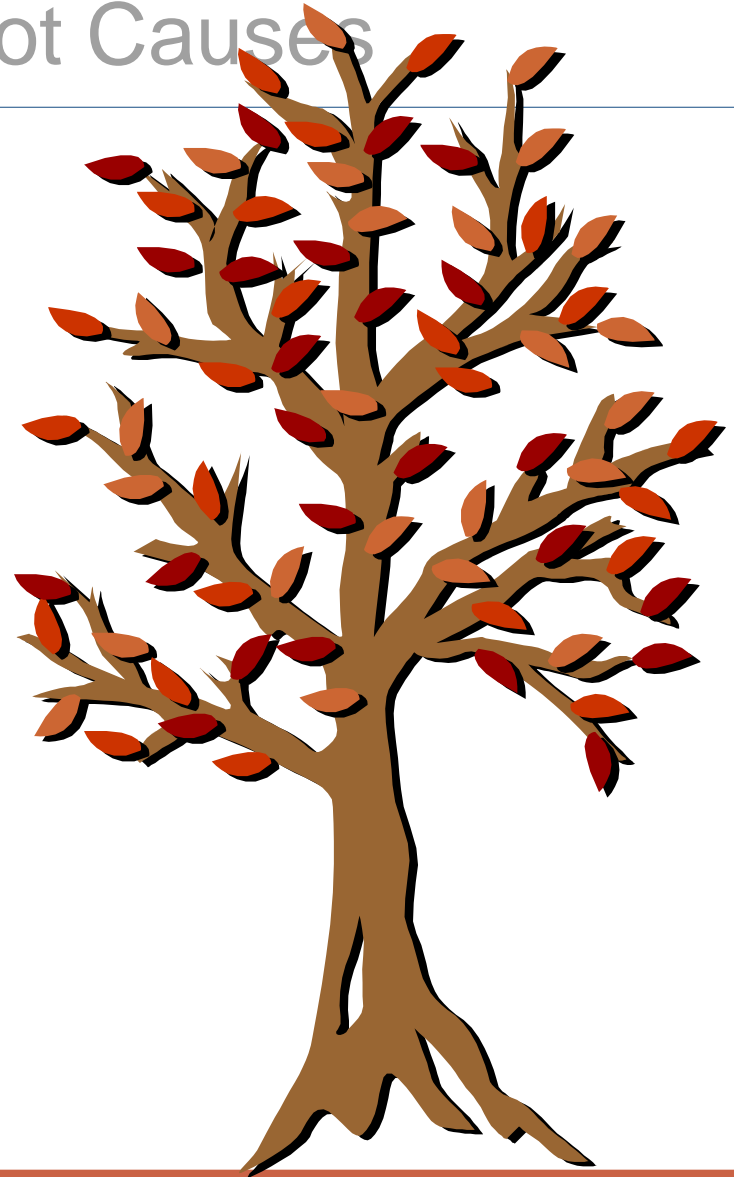
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Think Pyramid, Not Triangle



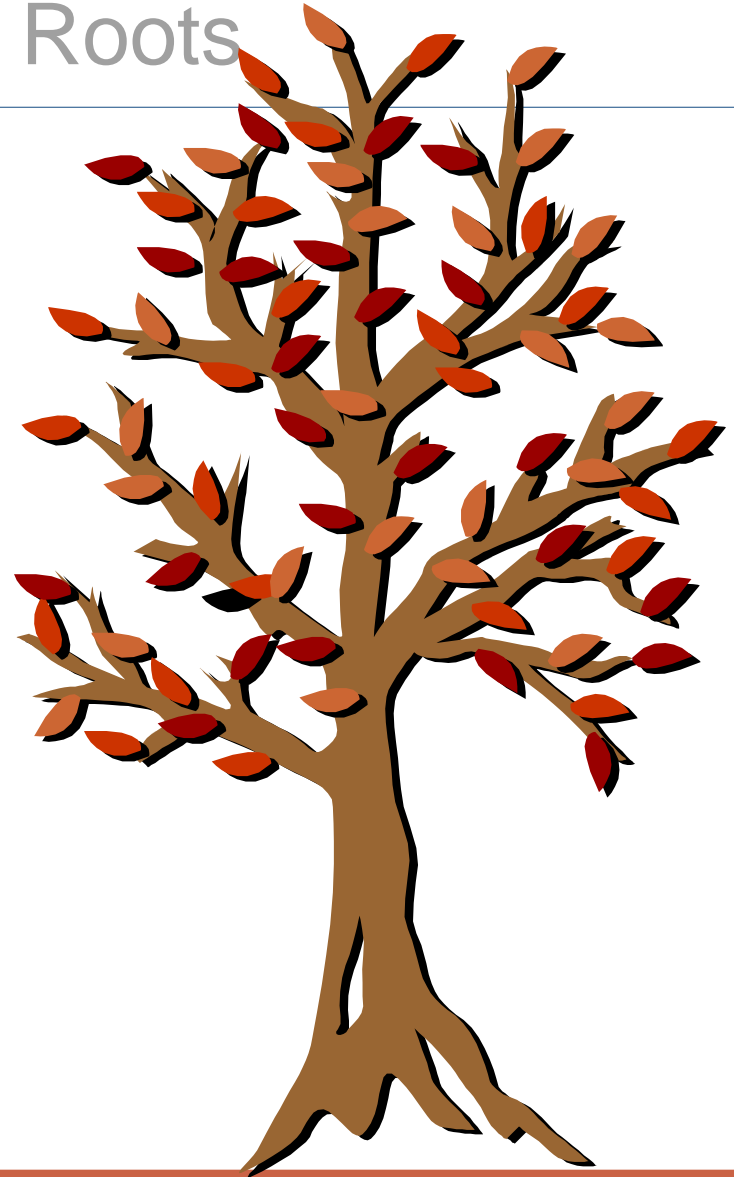
Find and Address the Root Causes

- What's the problem?
- Why is it happening?
- What can be done to prevent it from happening again?

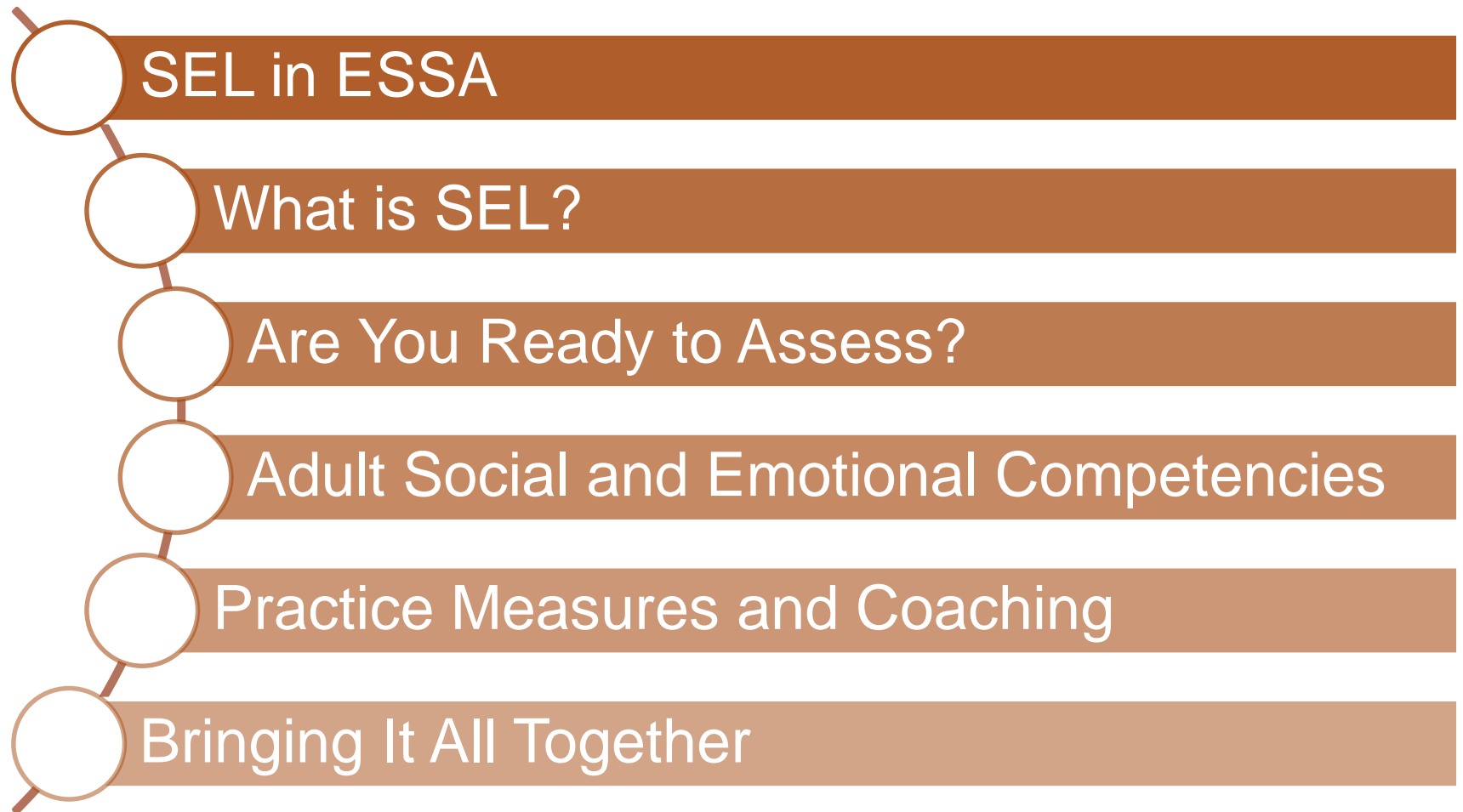


Build Strong and Healthy Roots

- Ownership, not just buy in
- Understanding, not just fidelity
- Ongoing learning and support



Ready to Assess Objectives



Thank You!

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References

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