

LANDSCAPING WITH INDICATORS: LOOKING AND LISTENING FOR SEL INDICATORS

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Workshop Objectives

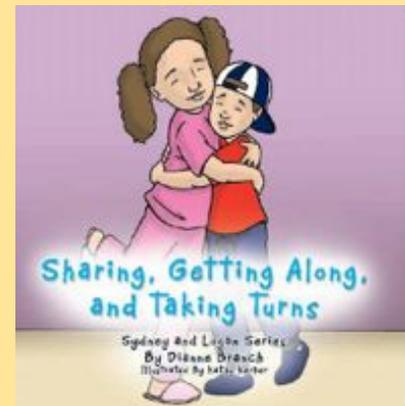
- Gain familiarity to multiple research-based, evidence-based approaches to SEL
- Gain familiarity with the different elements involved in exploring SEL in the expanded learning context
 - Levels: policy, community, organizational, programmatic, staff, student
- Gain familiarity with strategies and instruments for assessing SEL in an expanded learning program



What do you think Social Emotional Learning is?

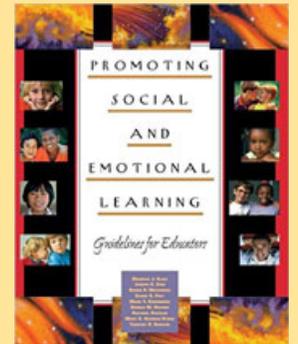
Let's talk a bit about your take on SEL. At your tables, respond to the following:

- How is it defined?
- How would you explain it to others?
- How do you know when you see or hear it?



Social Emotional Learning (**SEL**)

“SEL is the process through which we learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors.”
(Elias, et.al., 1997)



Many Perspectives: Broad Common Ground

CASEL	360/365 Expanded Learning Programs	CORE Districts	K-12 Behavior Strategies/ PBIS
Self-Management	Self-Management	Self Management	Self-Management and Self-Awareness
Self-Awareness	Self-Awareness		
Social Awareness	Social Awareness	Social Awareness	Social Awareness and Interpersonal Skills
Relationship Skills	Interpersonal Skills		
	Self-Efficacy	Self-Efficacy	Self-Efficacy
	Growth Mindset	Growth Mindset	
Responsible Decision Making			

CASEL: SEL Is A Process

of acquiring knowledge and skills related to five core competencies

- **Self-Awareness**

- Recognize one's emotions, values, strengths, and limitations

- **Responsible Decision Making**

- Make ethical constructive choices about personal and social behavior

- **Relationship Skills**

- Form positive relationships, work in teams, deals effectively with conflict

- **Social Awareness**

- Show understanding and empathy for others



Self-Awareness

Knowledge/Skills/Attitudes/Behaviors

- Identifying and labeling one's feelings and needs
- Relating feelings and thoughts to behaviors
- Accurate self-assessment of strengths and challenges
- Self-efficacy
- Optimism

Questions to Consider

- What are my thoughts and feelings?
- What causes those thoughts and feelings?
- How can I express my thoughts and feelings respectfully?



Responsible Decision Making

Knowledge/Skills/Attitudes/Behaviors

- Considering the well-being of self and others
- Recognizing one's responsibility to behave ethically
- Basing decisions on safety, social and ethical considerations
- Evaluating realistic consequences of various actions
- Making constructive, safe choices for self, relationships

Questions to Consider

- What consequences will my actions have on myself and others?
- How do my choices align with my values?
- How can I solve problems creatively?



Relationship Skills

Knowledge/Skills/Attitudes/Behaviors

- Building relationships with diverse individuals and groups
- Communicating clearly
- Working cooperatively
- Resolving conflicts
- Seeking help

Questions to Consider

- How can I adjust my actions so that my interactions with different people turn out well?
- How can I communicate my expectations to other people?
- How can I communicate with other people to understand and manage their expectations of me?



Social Awareness

Knowledge/Skills/Attitudes/Behaviors

- Perspective taking
- Empathy
- Respecting diversity
- Understanding social and ethical norms of behavior
- Recognizing family, school, and community supports

Questions to Consider

- How can I better understand other people's thoughts and feelings?
- How can I better understand why people feel and think the way they do?



Self-Management

Knowledge/Skills/Attitudes/Behaviors

- Regulating one's emotions
- Managing stress
- Self-control
- Self-motivation
- Setting and achieving goals

Questions to Consider

- What different responses can I have to an event?
- How can I respond to an event as constructively as possible?



What outcomes should be the focus of SEL in expanded learning?

Whole child development	Academics	Classroom management
Cooperates with others	Improved literacy	Improved individual classroom practices
Communicates well	Improved critical thinking	
Connects with others		
Considers others		
Knows themselves		

Why is SEL Important?

Benefits of Social and Emotional Learning

Good science links
Social & Emotional Learning
to the following:

Increased Student Capacity to Learn

STUDENT GAINS

- Social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- Academic performance
- Employability

- Anti-social behavior
- Conduct problems
- Aggressive behavior
- Emotional distress
- Mental health issues

REDUCED RISKS FOR FAILURE

Source: The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions (2011)

How Does SEL Relate To Learning?

- Learning is a social process.
- Emotions can facilitate or hamper learning.

What Is The SEL Focus In Expanded Learning?

LEVELS OF FOCI

- **Policy**
 - Is SEL more than just safety as outlined in grant requirements?
- **Community**
 - How do we engage stakeholders to maintain behavior change in support of SEL outside of the expanded learning setting?
- **Organizational**
 - Is SEL embedded into the mission and vision of the organization/district/agency
- **Programmatic**
 - How does the mission and vision get translated into programming
- **Staff**
 - How does the staff implement the practice based on their perspective
- **Student**
 - How does the student perceive practices that make him/her feel safe



Where is Your Level of Focus for SEL?

...and please tell us why...

Organizational

Programmatic

Student

Staff

What Do I Need To Keep In Mind?

- A child is not at the same level across all indicators of SEL; they are better at some than others
- There are many measures of SEL indicators, and these vary in what is sought in terms of outcomes; most are tailored to academic success
- You can use a variety of instruments from interviews to surveys in exploring SEL

And let's acknowledge the limitations!

- Self-reports: Not all that accurate
- Referent group: Who do I compare myself to?
- Learning environment: I go to a school that gives emphasis to an SEL trait; another does not. What are the implications?
- Performance on a task: How does this relate to how they would behave in a real life situation?



Measures are still being developed!

CORE Districts Announce Social-Emotional Assessment Design Challenge

You are invited to submit a proposal to the Social-Emotional Assessment Design Challenge to develop new, state-of-the-art assessments of social-emotional skills. The goal is to identify next generation assessments that support effective instruction and positive student development. If selected, you will be awarded up to \$5,000 to develop the assessment. There is also the possibility of piloting the assessment in the CORE districts, which have collected survey-based measures on social-emotional learning over the past three years. A proposal narrative and assessment prototype are due April 20, 2017 by 11:59 p.m. ET.

What is out there to look at SEL?

- Thrive: Staff survey; student self-report
- CASEL: Provides guidelines for assessment tools
- PBIS: School Wide Evaluation; Individual Student Systems Evaluation Tool
- Afterschool Outcomes (i.e., 360/365,): Survey



A Crosswalk of SEL Instruments

having alignment with SEL-related Quality Standards



Featured Self-Assessment Tools (p.5)

- California After-School Program Quality Self-Assessment Tool (CAN-QSAT)
- California High School After School Program Quality Self-Assessment Rubric (CAN-QSAR)
- Exemplary Practices in Afterschool Program Development: Rubrics for Tracking Internal Progress
- National AfterSchool Association Core Knowledge and Competencies Self-Assessment Tool
- New York State Afterschool Network Program Quality Self-Assessment Tool (NYSAN-QSA)
- Self-Assessing Social and Emotional Instruction and Competencies: A Tool for Teachers
- The SEL Strengths Builder

Source: Measuring Quality: Assessment Tools to Evaluate Your Social-Emotional Learning Practices (2016) PCY

Let's pick a 360/365 indicator and put together items

Domain: Self-Awareness

Indicator	Level of focus	Item
Identifying and labeling one's feelings and needs	Environment	
	Staff	
	Student	

Example of Conceptualizing an Indicator

Conceptual Definition: **Achievement Motivation – the desire to obtain academic success**

Intrinsic Motivation

Inherent interest in task
Enjoyment derived from a task

Extrinsic Motivation

Interest due to rewards
Interest due to social pressure

Types of measures used:
Surveys/Questionnaires
Peer-Nomination Procedures using scales
Teacher reports
Observations, e.g., time on task - reading
GPAs
Graduation rates

Focus: Student reports of motivation

Things to consider in selecting an instrument to look at SEL.

Where to you need to focus?

Staff
Students
Environment

How do you collect the data?

Survey
Self-rating
Teacher ratings
Observation

How will you analyze the data?

Growth
Statistical significance
Qualitative change

Focus on the 360/365 SEL Variables

Variable		What would you see?	What would you hear?
<i>I AM</i>	Self-Awareness		
	Self Management		
<i>I BELONG</i>	Social Awareness		
	Interpersonal Skills		
<i>I CAN</i>	Self-Efficacy		
	Growth Mindset		

Self-Awareness

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Let's develop an instrument for 1 indicator.

- Self awareness: Proactive processes that students use to acquire skills such as goal setting; choosing & using of those strategies; and self-monitoring one's effectiveness; not reactive. (Zimmerman, B.J. (2008). Investigating self-regulation and motivation. American Educational Research Journal, 45 (1), 166-183))

Theories
Metacognition
Self-regulation

Instruments
Questionnaires
Structured interviews
Parent/Staff ratings
Observations

Indicators
Students aware of their self-regulatory processes

There is a self-oriented feedback loop present

Student monitors the effectiveness of their strategies

Self-regulation has a motivation component

Challenges
Difficult to observe

Limitations on self-reports

Tendency to use Parent/Staff reports

Self-Awareness: Ideas for Indicators

Staff

Provides time for students to practice effective listening

Models conflict resolution skills

Student

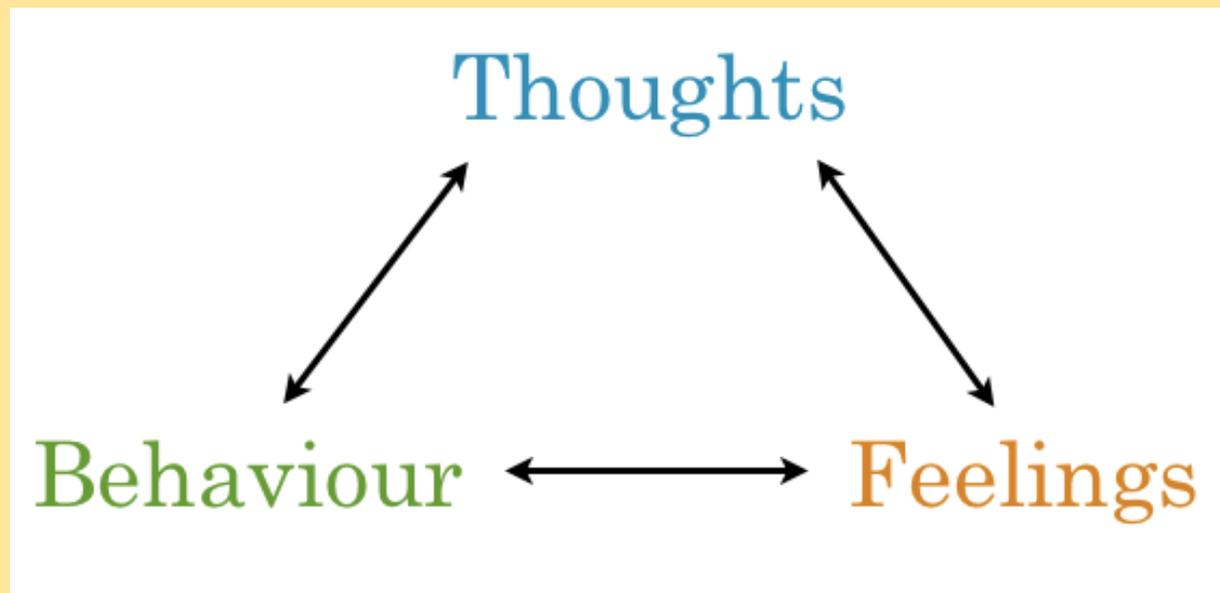
Uses effective conflict resolution strategy

Learning Environment

Displays of effective nonverbal/verbal communication

Table work

Construct your measure for self-awareness

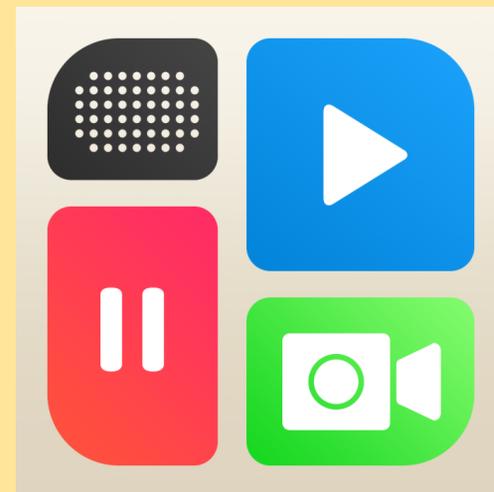


Debrief Indicator Construction Exercise

- Where is the focus : Students? Staff? A Practice? The Program?
- Collecting the data/information: Ask? Observe? Survey?
- Level of item specificity: Solely to my I indicator? Can work for other SEL indicators?



Observing and Listening for Evidence of Social & Emotional Learning



Let's see how our "instrument" works!

Activity 1: Still Picture

Activity 2: Video

PRACTICE
makes
PROGRESS,
NOT
PERFECT.

Activity Debrief

- What did you see or hear? Where is your evidence?
- How did you connect your evidence to this indicator?
- What other indicator might you link to this evidence?



Avoiding Pitfalls

- **You need an SEL Team to Champion Implementation with Fidelity** – an administrator and staff team to help others understand the research and positive impacts for students both socially and academically.



- **Inadequate Professional Development and Support** – administrators and staff must practice SEL competencies to teach them

- **Engage the Larger Community of Stakeholders in Collectively Defining SEL Standards** – to first grapple with the meaning of each standard and then to reach consensus about what they want students to learn, this to ensure everyone understands and supports the implementation of these learning standards.

- **Monitor Progress** – use a Continuous Quality

Contact Us

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Thank You!

A decorative graphic consisting of several overlapping, horizontal brushstrokes in various colors including blue, purple, pink, red, and yellow. The strokes are layered and have a soft, painterly texture.