Supporting Consistent and High-Quality SEL Practices with Assessment

xSEL Labs
Why Invest in Assessment

- School districts invest a lot of time and money to implement SEL programs.
- Most of the time, implementation is inconsistent at best.
- Assessment can help focus support for consistent, high-quality implementation.
Assessing Implementation: Teacher Reflection Survey
Teacher Reflection Survey

- Five questions
- Teacher report
- Completed quarterly
Teacher Reflection Reports

Bar graph showing the number of lessons and minutes per week across three seasons: Fall, Winter, and Spring.

Column graph showing the engagement levels in Fall, Winter, and Spring, with categories Engaged, Went Well, and Integrated.
Assessing Competence: SELweb
What SELweb is Designed to Assess

- **Emotion Recognition**
  Knowing what others feel

- **Self-Awareness**
  Understanding one’s own strengths and weaknesses

- **Self-Control**
  Being able to voluntarily modulate thoughts and feelings

- **Social Perspective-Taking**
  Knowing what others intend and believe

- **Social Problem-Solving**
  Being able to solve challenging social problems
Relation to the CASEL Model

- Self-Awareness
- Self-Control
- Emotion Recognition
- Social Perspective-Taking
- Social Problem-Solving

CASEL Model:

- Self-Awareness
- Self-Management
- Social and Emotional Learning
- Relationship Skills
- Responsible Decision-Making
Relation to the CASEL Model

- Self-Awareness
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SELF-AWARENESS
SOCIAL AND EMOTIONAL LEARNING
RESPONSIBLE DECISION-MAKING
RELATIONSHIP SKILLS
SELF-MANAGEMENT

SELF-CONTROL
Relation to the CASEL Model

Self-Awareness

Self-Control

Emotion Recognition

Social Perspective-Taking

Social Problem-Solving

SELF-AWARENESS

SELF-MANAGEMENT

SOCIAL AND EMOTIONAL LEARNING

RELATIONSHIP SKILLS

RESPONSIBLE DECISION-MAKING
Relation to the CASEL Model

- Self-Awareness
- Self-Control
- Emotion Recognition
- Social Perspective-Taking
- Social Problem-Solving

CASEL Model:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

Social and Emotional Learning
# Relation to SEL Programs

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lesson</th>
<th>SELweb Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Second Grade</td>
<td>Emotion Recognition</td>
</tr>
<tr>
<td>1: Emotions Matter</td>
<td>1. How we experience emotions in bodies and minds</td>
<td>✓ ✓</td>
</tr>
<tr>
<td></td>
<td>2. Tracking emotions during an activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Effects of emotions on decisions, learning, health, relationships</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Storybooks illustrating emotion --&gt; Outcome</td>
<td></td>
</tr>
<tr>
<td>2: Community, Safety, and Climate</td>
<td>1. Introduce charter</td>
<td>✓ ✓</td>
</tr>
<tr>
<td></td>
<td>2. Students have agency over their emotions</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>3. Story: How ones’ actions affect others’ emotions</td>
<td>✓ ✓</td>
</tr>
<tr>
<td></td>
<td>4. Story: How framing affects emotions</td>
<td>✓</td>
</tr>
<tr>
<td>3: Self and Social Awareness</td>
<td>1. Introduction to the Mood Meter</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>2. Introduction to five RULER skills</td>
<td>✓ ✓</td>
</tr>
<tr>
<td></td>
<td>3. Recognizing and labeling emotions</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>4. Recognizing emotion cues, part 2</td>
<td>✓ ✓</td>
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<tr>
<td>4-7</td>
<td>Feelings words</td>
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<tr>
<td>8. Community, Safety, and Climate II</td>
<td>1. Evaluate effectiveness of charter</td>
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<tr>
<td></td>
<td>2. Recognizing cues about unwanted emotions</td>
<td>✓ ✓</td>
</tr>
<tr>
<td></td>
<td>3. What an emotion regulation strategy is</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Designing emotion regulation strategies</td>
<td></td>
</tr>
<tr>
<td>9. Emotion regulation and personal values</td>
<td>1. Difficult decisions and acting according to values</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>2. Introducing the meta-emotion steps</td>
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<tr>
<td></td>
<td>3. Strategies for being your best self</td>
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</tr>
<tr>
<td></td>
<td>4. Choosing and enacting strategies for being best self</td>
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<tr>
<td>10-13</td>
<td>Feelings words</td>
<td></td>
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<tr>
<td></td>
<td>2. Understanding empathy</td>
<td>✓ ✓</td>
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<tr>
<td></td>
<td>3. Asking questions to cultivate empathy</td>
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<tr>
<td></td>
<td>4. Conducting an empathy interview</td>
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<tr>
<td>15-18</td>
<td>Feelings words</td>
<td></td>
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</tbody>
</table>

SELweb was developed at Rush University Medical Center, is distributed by xSEL Labs, and is not affiliated with the RULER approach developed at the Yale Center for Emotional Intelligence.
Emotion Recognition

**SITUATION**
Sasha has been waiting all year for basketball camp to start. This is her first camp. The other kids know each other from another camp. Sasha doesn’t know anyone.

**QUESTION**
How does Sasha feel? Click one or more feelings.

- Happy
- Sad
- Angry
- Nervous
- Proud
- Embarrassed
- Guilty

**EE**

**LE**
Social Perspective-Taking

**EE**

Why did Kia say what she said?

**LE**

QUESTIONS

What does Mom say to Grandma?

SITUATION

Stephen’s grandma calls to find out what time the birthday party is.

Grandma asks Mom on the phone, “Does Stephen know what you got him for his birthday?”

- Yes, Stephen knows what we got him
- No, Stephen doesn’t know what we got him
Social Problem-Solving

EE

LE

QUESTION
Here are some things you can do. What will you do?

- Tell other kids those kids are mean
- Stand there and wait for them to invite me to play
- Yell at them
- Speak up and try again

SITUATION
You see a group of kids playing at recess. When you ask if you can join them, they don’t say anything.
Self-Control

**EE**

**LE**
Grades 7 to 12

- 37-item self-report survey
- Aligned to CASEL 5
Interactive Reports

<table>
<thead>
<tr>
<th>School</th>
<th>Number of children</th>
<th>Overall Score</th>
<th>Emotion Recognition</th>
<th>Social Perspective-Taking</th>
<th>Social Problem-Solving</th>
<th>Self Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jefferson Elementary</td>
<td>210</td>
<td>100</td>
<td>101</td>
<td>100</td>
<td>102</td>
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<tr>
<td>Lincoln Elementary</td>
<td>104</td>
<td>94</td>
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<td>92</td>
<td>97</td>
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<tr>
<td>Madison Elementary</td>
<td>223</td>
<td>87</td>
<td>96</td>
<td>86</td>
<td>91</td>
<td>89</td>
</tr>
</tbody>
</table>

Showing 1 to 3 of 3 entries
Interactive Reports

Thomas, Summary Plot (N = 26)

Overall Score: 30%
- Above average: 13%
- At or around average: 17%

Emotion Recognition: 19%
- Above average: 7%
- At or around average: 12%

Social Perspective-Taking: 40%
- Above average: 4%
- At or around average: 36%

Social Problem-Solving: 38%
- Above average: 12%
- At or around average: 26%

Self Control: 30%
- Above average: 4%
- At or around average: 26%
Measuring Progress

Thomas, Fall-Spring Comparison: 26 common students

- Overall Score
  - Fall: 9%, Spring: 4%
  - Percentages: 48% Fall, 81% Spring
- Emotion Recognition
  - Fall: 15%, Spring: 23%
  - Percentages: 54% Fall, 62% Spring
- Social Perspective-Taking
  - Fall: 8%, Spring: 12%
  - Percentages: 48% Fall, 65% Spring
- Social Problem-Solving
  - Fall: 4%, Spring: 12%
  - Percentages: 46% Fall, 58% Spring
- Self Control
  - Fall: 4%, Spring: 4%
  - Percentages: 65% Fall, 73% Spring

Legend:
- Above average
- At or around average
- Below average
- Well below average
Most Common Practice Model

1. **Assess SEL Skills**
   Measure social-emotional strengths & needs

2. **Review data**
   Review and reflect on assessment data to focus use of SEL program resources

3. **Teach SEL**
   Support skill development

4. **Re-Assess SEL Skills**
   Measure progress

5. **Review data**
   Review and reflect on student growth and plan for the fall

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**Fall**

**Spring**
Assessing Climate
Climate Assessment

• Climate survey—K to 6; 6 items; 5 minutes

• Three domains:
  • Sense of safety
  • Sense of belonging
  • Instructional support
School climate report for Jefferson Elementary, Timepoint 1

Description goes here

All indicators

<table>
<thead>
<tr>
<th>Sense of Safety</th>
<th>Positive Relationships</th>
<th>Teaching &amp; Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel safe</td>
<td>Teachers care about me</td>
<td>Teachers help me learn</td>
</tr>
<tr>
<td>Rules are fair</td>
<td>Kids care about me</td>
<td>Teachers encourage</td>
</tr>
<tr>
<td>61%</td>
<td>50%</td>
<td>33%</td>
</tr>
<tr>
<td>76%</td>
<td>56%</td>
<td>47%</td>
</tr>
</tbody>
</table>
Climate Assessment

By Grade Level

Sense of Safety

- I feel safe
  - K: 64%
  - 1: 54%
  - 2: 64%
  - 3: 62%

- Rules are fair
  - K: 78%
  - 1: 74%
  - 2: 81%
  - 3: 71%

Positive Relationships

- Teachers care about me
- Kids care about me
Contact Information

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