

Using Social and Emotional Competence Assessment to Support Teaching, Learning, and Student Success

March 2021

Presenter: Clark McKown



unlocking potential

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Dr. Clark McKown,
Founder & President of xSEL Labs

McKown is President of xSEL Labs, whose mission is to improve student outcomes by helping educators understand children's social-emotional strengths and needs. xSEL Labs fulfills its mission by providing evidence-based assessments of student SE competencies and school climate.

A leader in the field of SEL, McKown has written and spoken extensively on SEL with the goal of increasing the capacity of educators to use SEL assessments to support consistent and high-quality SEL practices. McKown was lead author on a report of the state of the field of SEL assessment. He is also the author of "Assessing Student Social and Emotional Learning: From Planning Through Action."

Using Social and Emotional Competence Assessment to Support Teaching, Learning, and Student Success

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Learning Objectives

Participants will:

1. Understand that student social and emotional competencies can be assessed with the same rigor as academic competencies
2. Understand what kinds of assessment tools are available for measuring student social and emotional competencies

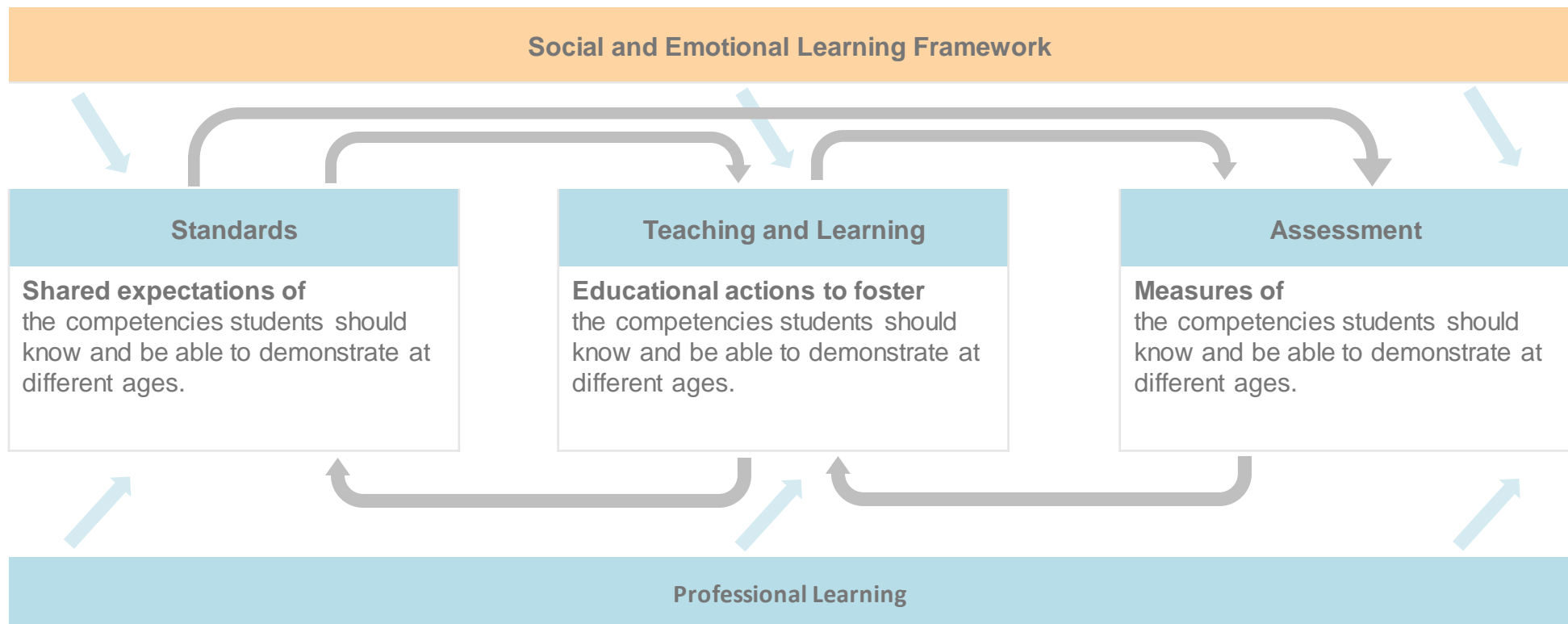
Learning Objectives *(cont.)*

3. Be able to describe a practice model wherein social and emotional competence assessment guides Tier I (and II) instruction and measures student progress in response to instruction
4. Experience an example illustrating how a social and emotional competence assessment can inform instructional decision-making

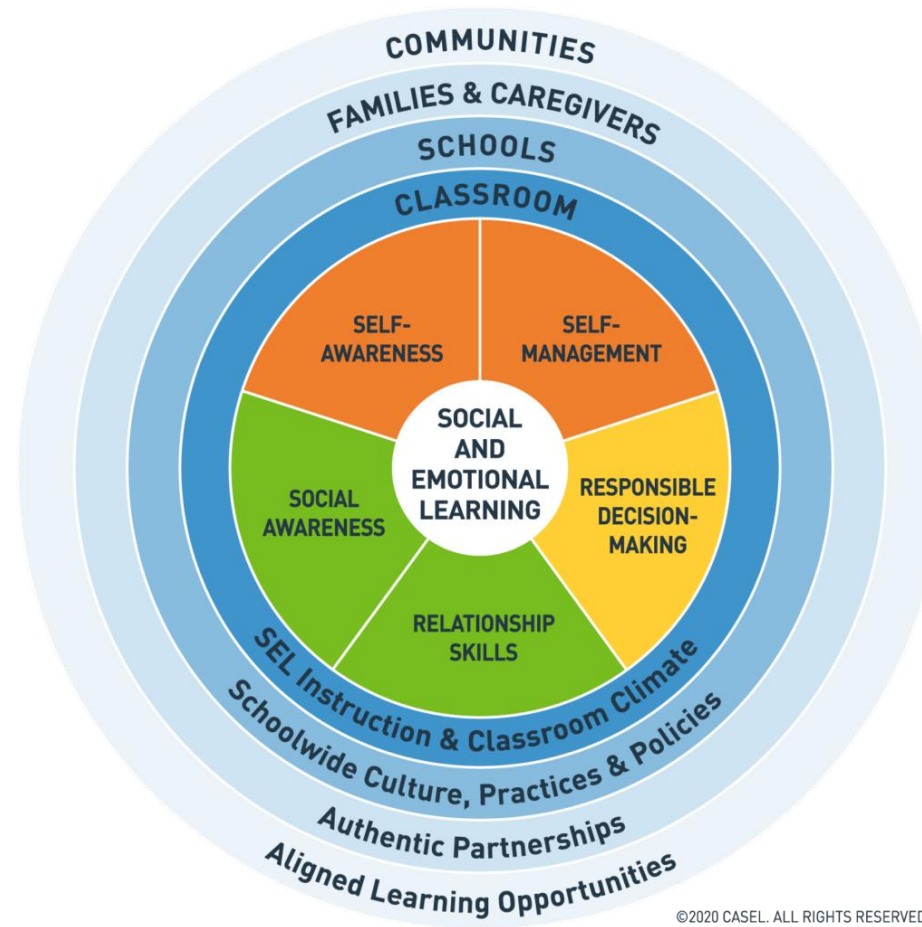
What do we mean by SEL?

“SEL” refers to student social and emotional competencies, which includes the knowledge, skills, and dispositions students need to interact effectively with others to develop and deepen relationships, and to participate constructively in collective life.

SEL Assessment's Place in Education



Can SEL be assessed?



Kinds of Assessments

Self-Report:

I know how to calm down when I'm mad.



Not At All True



A Little True



Pretty True



Very True



Extremely True

Teacher Report:

Can calm down when upset.



Almost Never



Rarely



Sometimes



Often



Almost Always

Direct Assessment:



What does this girl feel?

Happy

Sad

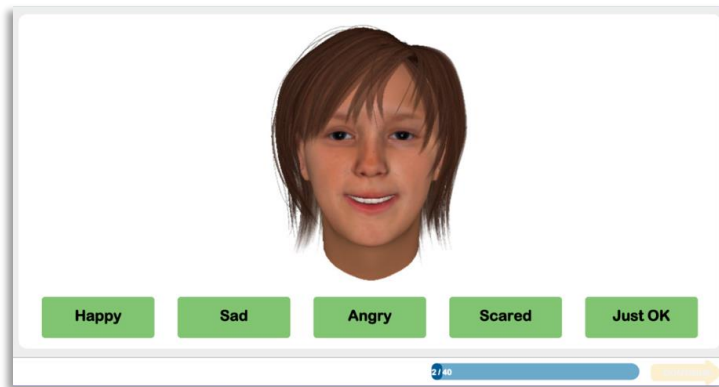
Angry

Scared

Just OK

Some use administrative records.

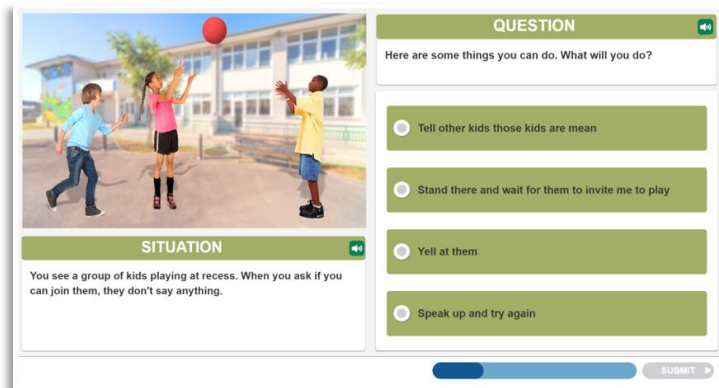
SELweb Uses Direct Assessment



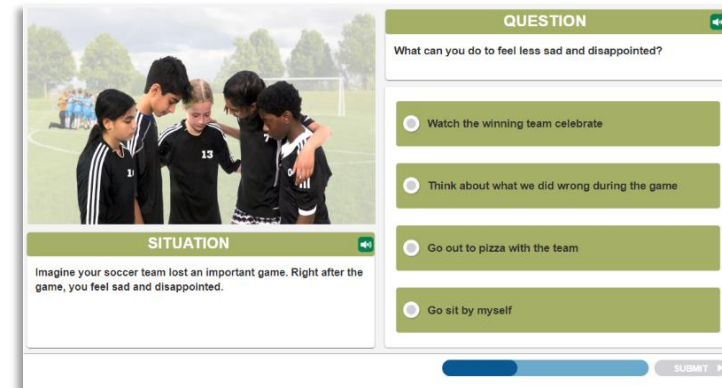
A screenshot of an emotion recognition interface. It features a central image of a young girl's face. Below the image are five green buttons labeled "Happy", "Sad", "Angry", "Scared", and "Just OK". At the bottom, there is a progress bar showing "2/40" and a "SUBMIT" button.



A screenshot of a social skills question interface. The main image shows a girl in a green dress and a girl in a yellow dress with a party hat around a chocolate cake. To the right, a grid of four smaller images illustrates a scenario: the girl in yellow says something, the girl in green looks thoughtful, the girl in yellow says something else, and the girl in green looks sad. The question is "Why did Kia say what she said?". At the bottom, there is a progress bar and a "SUBMIT" button.



A screenshot of a social skills question interface. The main image shows a group of kids playing basketball. The question is "Here are some things you can do. What will you do?". Below the question are four green buttons with radio button options: "Tell other kids those kids are mean", "Stand there and wait for them to invite me to play", "Yell at them", and "Speak up and try again". At the bottom, there is a progress bar and a "SUBMIT" button.



A screenshot of a social skills question interface. The main image shows a group of soccer players. The question is "What can you do to feel less sad and disappointed?". Below the question are four green buttons with radio button options: "Watch the winning team celebrate", "Think about what we did wrong during the game", "Go out to pizza with the team", and "Go sit by myself". At the bottom, there is a progress bar and a "SUBMIT" button.

SELweb Competencies



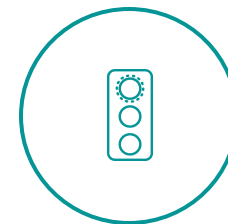
Emotion Recognition
Knowing what others feel



Social Perspective-Taking
Knowing what others
intend and believe



Social Problem-Solving
Being able to solve challenging
social problems



Self-Management
Being able to modulate thoughts,
feelings, and behaviors to achieve a goal

Case Study






Imagine you wanted to answer these questions:

- What social and emotional competencies have students mastered?
- What should be the focus of instruction?
- How are student competencies changing over time?

Imagine you were using this program:



Aligning Assessment and Curriculum

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

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.

Here's the practice model:



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

GRADES 1 & 2 Sanford Harmony Lesson / SELweb Skill	Library/Social Studies		"Pop quiz"		In situ	
	Question Reception	Problem Solving	Question Reception	Problem Solving	Question Reception	Problem Solving
Unit 1: Diversity & Inclusion						
Getting to Know Each Other	✓	✓	✓	✓		
Learning, Communication						
Learning from Diversity						
Building Community						
Unit 2: Empathy & Critical Thinking						
Recognizing Feelings	✓	✓	✓	✓		
Feeling Empathy	✓	✓	✓	✓		
Recognizing Thoughts, Feelings, and Behaviors	✓	✓	✓	✓		
Having Empathy	✓	✓	✓	✓		
Understanding Differences about People	✓	✓	✓	✓		
Understanding Differences about People	✓	✓	✓	✓		
Identifying Objects, Activities, Roles	✓	✓	✓	✓		
Unit 3: Communication						
Understanding that People Can Change	✓	✓	✓	✓		
Learning to Observe	✓	✓	✓	✓		
Responding to Others	✓	✓	✓	✓		
Being Assertive	✓	✓	✓	✓		
Unit 4: Problem Solving						
Identifying Problems	✓	✓	✓	✓		
Identifying Problems	✓	✓	✓	✓		
Generating Solutions	✓	✓	✓	✓		
Evaluating Solutions	✓	✓	✓	✓		
Responding How Behaviors Affect Others	✓	✓	✓	✓		
Unit 5: Peer Relationships						
Caring for Others	✓	✓	✓	✓		
Being Inclusive	✓	✓	✓	✓		
Resolving and Managing	✓	✓	✓	✓		
Reflecting and Connecting	✓	✓	✓	✓		

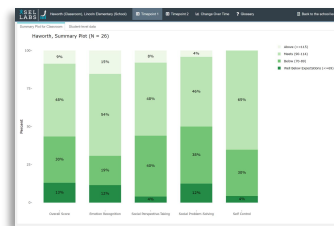
3. Teach SEL
Support skill development



4. Reassess SEL Skills
Measure progress

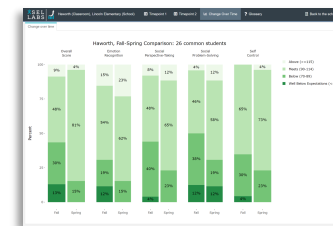
Fall

Spring



2. Review Data

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



5. Review Data

Review and reflect on student growth and plan for the fall

Assess in the Fall



1. Assess SEL Skills

Measure social-emotional strengths & needs

Fall



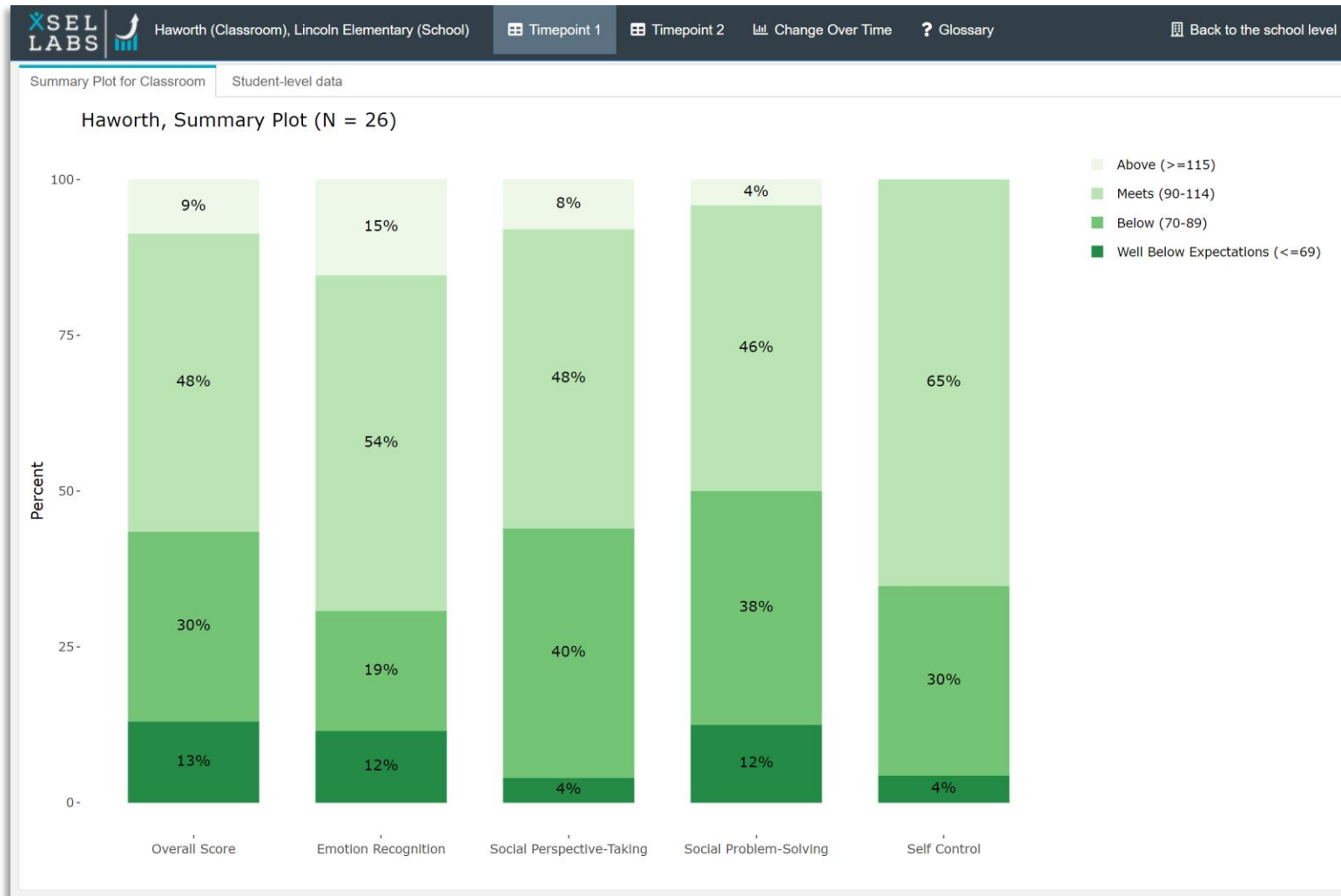
Spring



2. Review Data

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

Review Your Assessment Data



Link Assessment Data to Instruction

- In light of the assessment data, how might you use your program resources to build on strengths and address needs?

Unit	Lesson	SELweb Competence			
		Emotion Recognition	Perspective-Taking	Problem-Solving	Self-Control
Second Grade					
I: Emotions Matter	1. How we experience emotions in bodies and minds	✓✓			
	2. Tracking emotions during an activity				✓
	3. Effects of emotions on decisions, learning, health, relationships		✓		✓
	4. Storybooks illustrating emotion --> Outcome		✓		
2: Community, Safety, and Climate	1. Introduce charter		✓	✓	
	2. Students have agency over their emotions				✓✓
	3. Story: How ones' actions affect others' emotions		✓✓		✓
	4. Story: How framing affects emotions		✓		✓✓
3. Self and Social Awareness	1. Introduction to the Mood Meter	✓			✓
	2. Introduction to five RULER skills	✓	✓	✓	✓
	3. Recognizing and labeling emotions	✓✓			
	4. Recognizing emotion cues, part 2	✓✓			
4-7	Feelings words				
8. Community, Safety, and Climate II	1. Evaluate effectiveness of charter			✓	
	2. Recognizing cues about unwanted emotions	✓✓	✓✓		
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	2. Introducing the meta-emotion steps			✓✓	✓✓
	3. Strategies for being your best self			✓✓	✓✓
	4. Choosing and enacting strategies for being best self			✓✓	✓✓
10-13	Feelings words				
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15-18	Feelings words				

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Integrate with Academic Instruction

	Literacy/Social Studies	“Pop quiz”	In situ
Social Problem-Solving	<p>When there is a problem in a book or historical event, probe:</p> <p>“What do you think the problem is?”</p> <p>“What could you do in that situation?”</p> <p>“What are the pros and cons of those solutions?”</p> <p>“What do you think this person should do?”</p> <p>“What do you think he or she will do?”</p>	<p>Show pictures from the Internet of people in different situations:</p> <p>“What do you think the problem is?”</p> <p>“What could you do in that situation?”</p> <p>“What are the pros and cons of those solutions?”</p> <p>“What do you think this person should do?”</p> <p>“What do you think he or she will do?”</p>	<p>When there is a conflict between students, go through the problem-solving questions to the left.</p>

In light of the assessment data, how might you integrate opportunities for practice throughout the day?

Execute the Plan



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

	Library/Social Studies	"Pop Quiz"	In situ
Social Problem-Solving	When there is a problem in a book or historical event, probe: "What do you think the..."	Show pictures from the internet of people in different situations: "What do you think the..."	When there is a disagreement or conflict between students, go through problem-solving options to the left

GRADES 1 & 2 Sanford Harmony Lesson / SELweb Skill	Question Reception	Personal Strategy	Problem Solving	Self-Control
Unit 1: Diversity & Inclusion				
Getting to Know Each Other	✓	✓	✓	✓
Learning, Communicating	✓	✓	✓	✓
Learning from Diversity	✓	✓	✓	✓
Building Community	✓	✓	✓	✓
Unit 2: Empathy & Critical Thinking				
Recognizing Feelings	✓	✓	✓	✓
Feeling Thoughts, Feelings, and Behaviors	✓	✓	✓	✓
Having Empathy	✓	✓	✓	✓
Understanding Differences about People	✓	✓	✓	✓
Identifying Objects, Activities, Roles	✓	✓	✓	✓
Unit 3: Communication				
Listening to Others	✓	✓	✓	✓
Responding to Others	✓	✓	✓	✓
Being Assertive	✓	✓	✓	✓
Unit 4: Problem-Solving				
Identifying Problems	✓	✓	✓	✓
Listing Problems	✓	✓	✓	✓
Generating	✓	✓	✓	✓
Responding How Behaviors Affect Others	✓	✓	✓	✓
Unit 5: Peer Relationships				
Caring for Others	✓	✓	✓	✓
Being Inclusive	✓	✓	✓	✓
Respecting and Keeping	✓	✓	✓	✓
Reflecting and Connecting	✓	✓	✓	✓

3. Teach SEL
Support skill development

Fall

Spring



2. Review Data

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

Reassess After a Period of Instruction



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

GRADIES 1 & 2 Sanford Harmony Lesson / SELweb Skill	Library/Social Studies		"Pop quiz"		In situ	
	Question Reception	Problem Solving	Problem Solving	Problem Solving	Sub-Control	Sub-Control
Unit 1: Diversity & Inclusion						
Getting to Know Each Other	✓	✓	✓	✓		
Learning, Communicating	✓	✓	✓	✓		
Learning from Diversity	✓	✓	✓	✓		
Building Community	✓	✓	✓	✓		
Recognizing Feelings	✓	✓	✓	✓		
Unit 2: Empathy & Critical Thinking						
Recognizing Feelings	✓	✓	✓	✓		
Recognizing Thoughts, Feelings, and Behaviors	✓	✓	✓	✓		
Having Empathy	✓	✓	✓	✓		
Understanding Differences about People	✓	✓	✓	✓		
Understanding Differences about People	✓	✓	✓	✓		
Identifying Objects, Activities, Roles	✓	✓	✓	✓		
Unit 3: Communication						
Learning to Observe	✓	✓	✓	✓		
Responding to Others	✓	✓	✓	✓		
Being Assertive	✓	✓	✓	✓		
Unit 4: Problem Solving						
Identifying Problems	✓	✓	✓	✓		
Listing Problems	✓	✓	✓	✓		
Generating Solutions	✓	✓	✓	✓		
Responding How Behaviors Affect Others	✓	✓	✓	✓		
Unit 5: Peer Relationships						
Caring for Others	✓	✓	✓	✓		
Being Inclusive	✓	✓	✓	✓		
Resolving and Reconciling	✓	✓	✓	✓		
Reflecting and Connecting	✓	✓	✓	✓		

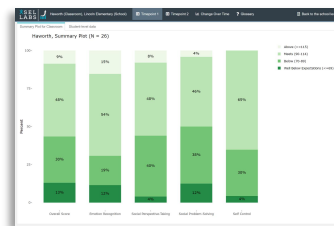
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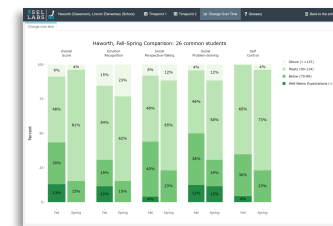
Fall

Spring



2. Review Data

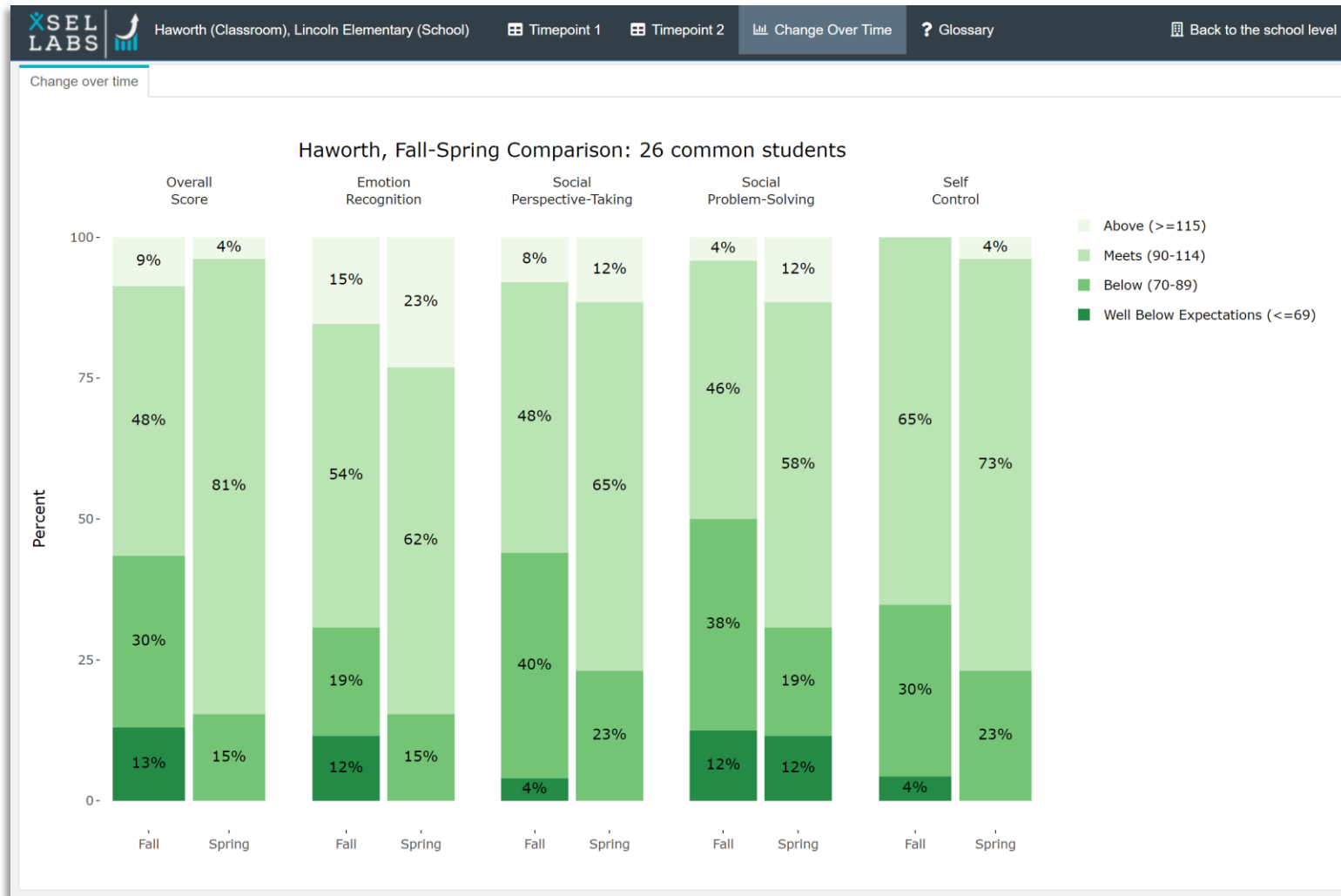
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Review Your Assessment Data



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2. Understand what kinds of assessment tools are available for measuring student social and emotional competencies

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4. Experience an example illustrating how a social and emotional competence assessment can inform instructional decision-making

Contact Information

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Questions for me?



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The well-being of you and your clients and students remains at the forefront of our concern during this world health crisis. Our hope is that this time with our families becomes an opportunity to build stronger relationships, both at home and with others remotely. A practitioner conducting remote evaluations for the first time needs support.

You are invited to read the WPS:

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- [Assessment Validity Considerations during COVID-19](#)

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- What You Need to Know About the Arizona-4 Assessment

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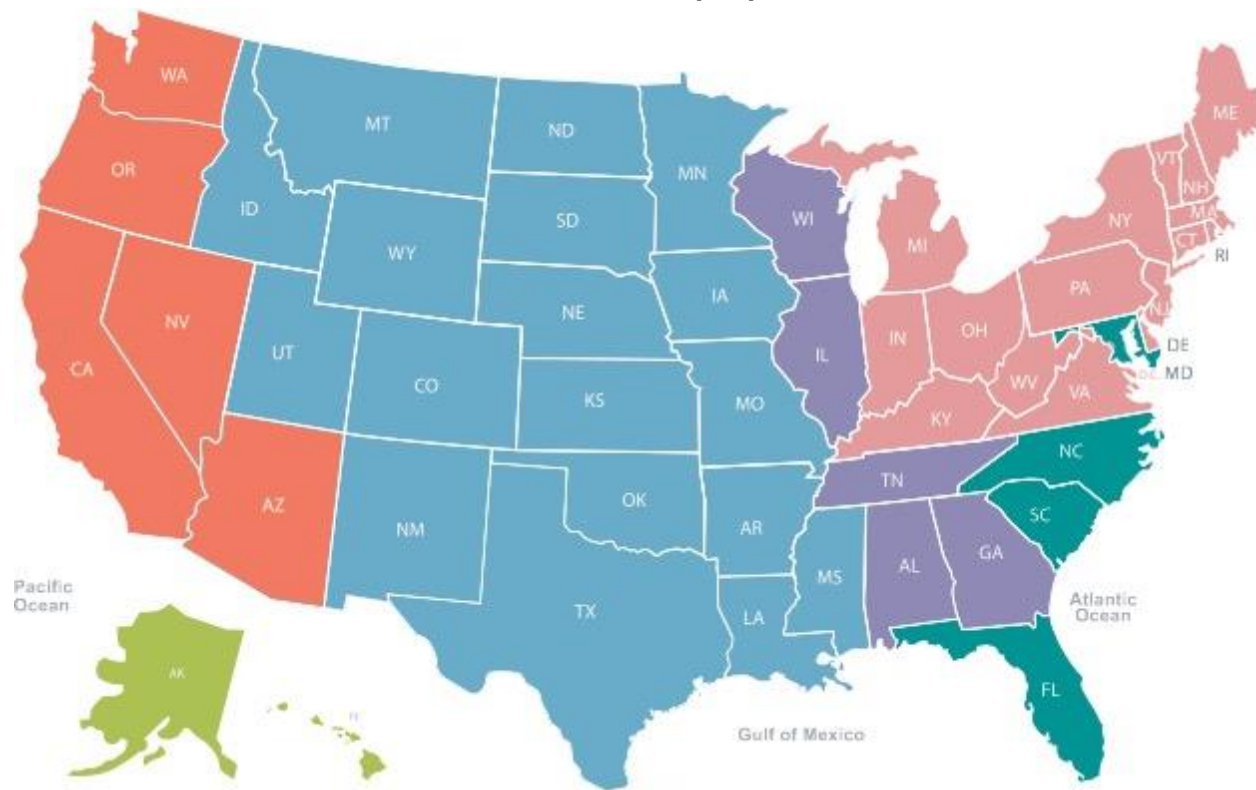
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