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NATIONAL CENTER FOR RESEARCH ON EVALUATION,
STANDARDS, AND STUDENT TESTING

***Social Emotional
Learning as the New
Frontier: Frameworks,
Measurement, and
Interventions***

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Social Emotional Learning as the New Frontier: Frameworks, Measurement, and Interventions

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- Sandra Graham from UCLA GSE&IS
- Jessica Berlinski from Ripple Effects

Setting the stage

- Last year, \$640 million dollars were spent on products falling under the category of Social Emotional Learning. Title II funding under ESSA provides funds to support SEL development.
- U.S. K-12 public schools devoted a total of approximately \$21–47 billion per year to SEL in terms of: (1) expenditure on SEL-related products and programs and (2) teacher time focused on SEL (report by Transforming Education, 2017).

Setting the stage

- Several states (Kansas and Illinois) have developed standards for Social Emotional Learning
- Several school districts in California have gotten an ESSA waiver to administer yearly surveys of students' SEL and perceptions of the school's culture and climate

Outline of talk

- Definitions of SEL
- Measurement of SEL
- Environmental influences of SEL

Definitions of SEL



Definitions of SEL



Definitions of SEL

Economics

Clinical Psychology

Educational
Psychology

School Psychology

Definitions of SEL



Definitions of SEL

- Cunha & Heckman (2007) use the term “non cognitive” skills
 - Perseverance
 - Motivation
 - Self-esteem
 - Self-control

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Definitions of SEL

- CASEL's definition

“The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (CASEL, 2005).

Definitions of SEL-CASEL



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Developmental approaches to SEL- Illinois State Standards

1A	Identify and manage one's emotions and behavior
1B	Recognize personal qualities and external supports
1C	Demonstrate skills related to achieving personal and academic goals
2A	Recognize the feelings and perspectives of others
2B	Recognize individual and group similarities and differences
2C	Use communication and social skills to interact effectively with others
2D	Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways
3A	Consider ethical, safety, and societal factors in making decisions
3B	Apply decision-making skills to deal responsibly with daily academic and social situations

Developmental approaches to SEL

Stage A	Stage B	Stage C	Stage D
Identify emotions expressed in “feeling faces” or photographs	Describe how various situations make you feel	Identify a range of emotions you have experienced	List positive strategies for handling conflict
Name the emotions felt by characters in stories	Describe your physical responses to strong emotions	Describe situations that trigger various emotions	Explain why characters in stories feel as they did
Describe a time you felt the same way a story character felt	Recognize that feelings change throughout the day	Recognize mood changes and factors that contribute to them	Distinguish among emotions you might feel in various situations

CORE-PACE

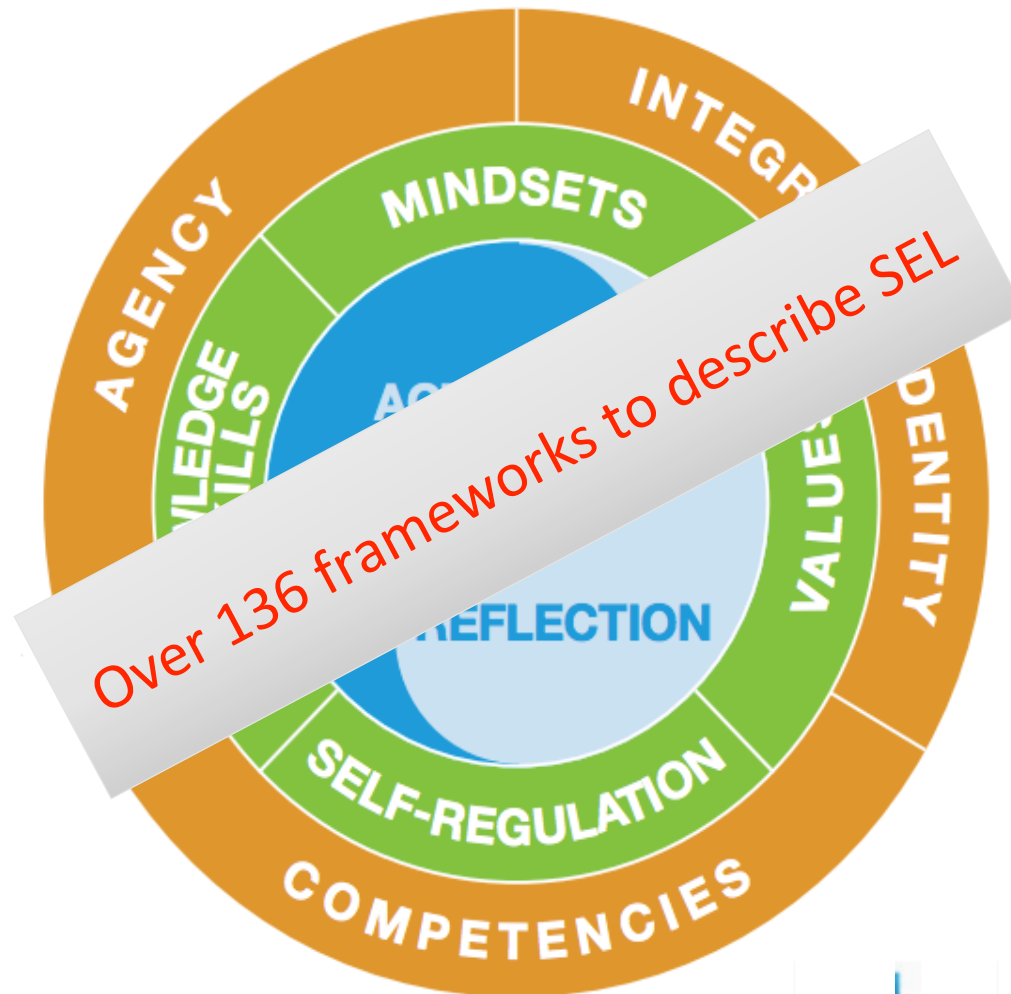


Social-Emotional
Learning

University of Chicago Consortium on Chicago School Research

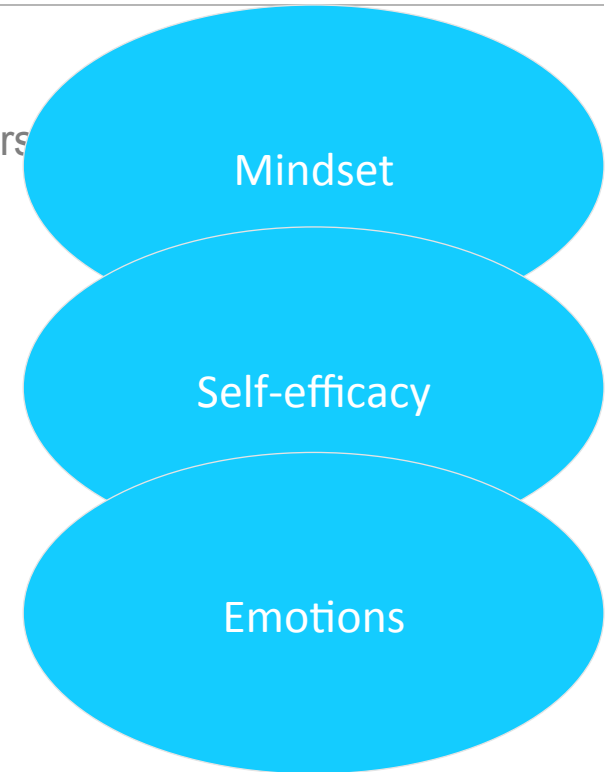


University of Chicago Consortium on Chicago School Research



Categorization of constructs

- Feelings about the self
- Feelings about relationship to others (teachers, peers)
- Self-regulatory processes



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Social awareness

Perspective-taking

Relationship skills

Categorization of constructs

- Feelings about the self
- Feelings about relationship to others (teachers, peers)
- Self-regulatory processes



Self-regulated
learning

Regulation of
emotion

Behavior and
emotion
management

Categorization of constructs

- Feelings about the self
- Feelings about relationship to others (teachers, peers)
- Self-regulatory processes

Many ways of categorizing SEL constructs

What falls into SEL and what doesn't?

- Help seeking?
 - Self-management
 - Responsible decision making
 - Relationship skills
- Self-regulated learning?
 - Ability to plan, monitor, and regulate behavior towards a specified goal
 - Management of control and effort towards that goal
- Self-regulation of motivation?

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 - Management of control and effort towards that goal
- Self-regulation of motivation?
- Everything but the kitchen sink?



Measurement of SEL

- Direct assessments of SEL
 - CORE-PACE surveys of 3rd through 12th grade students
- SEL rating systems given to teachers
 - Social Emotional Learning Screening Assessment
- Performance task
 - Web-based assessment of children's Social Emotional Learning Comprehension

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- Game-based measures?

Measurement of SEL

- Direct assessments of SEL
 - tricky

Construct: Growth mindset

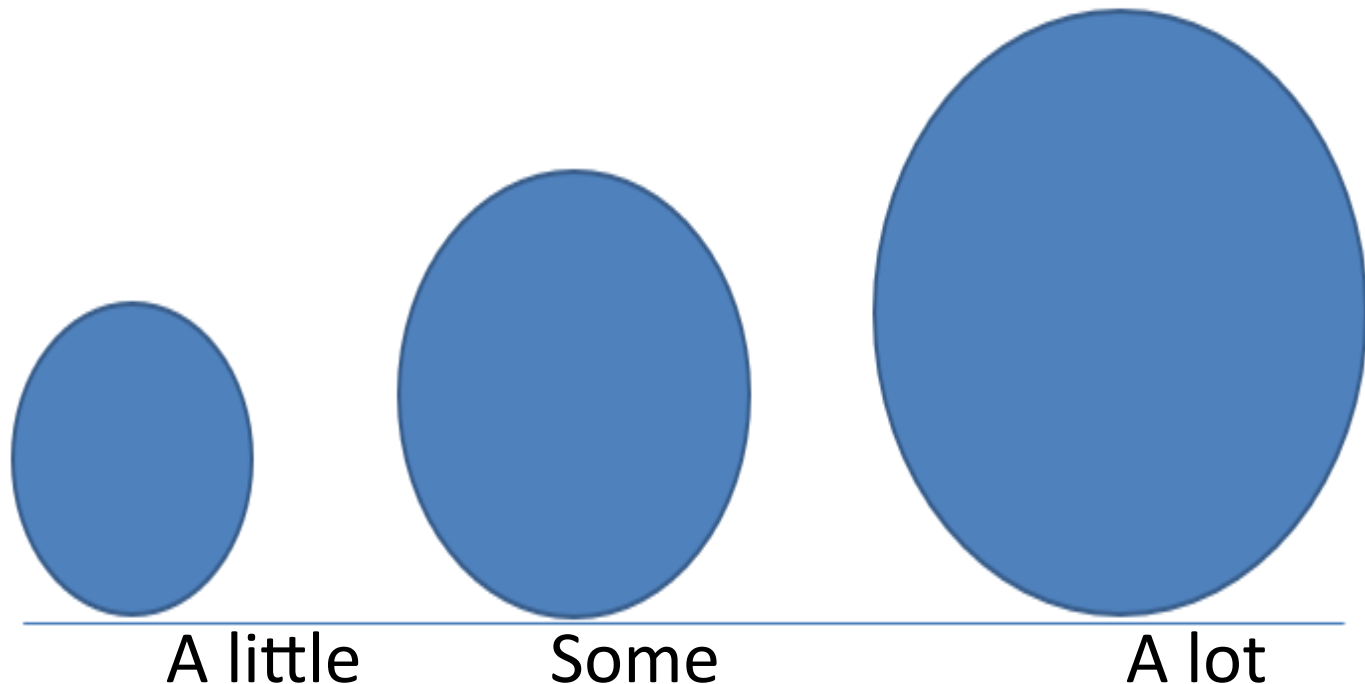
Newly-developed for this study, relied on a picture prompt:

1. Could you figure out how to build this Castle if you tried really hard?
2. If you got stuck building this castle, How hard would you keep trying?
3. Do you think you would get better at building the castle if you practiced?



Method: Measures

Children indicated their level of agreement by pointing to one of three increasingly larger circles, corresponding to less or more agreement



Results - Response Categories

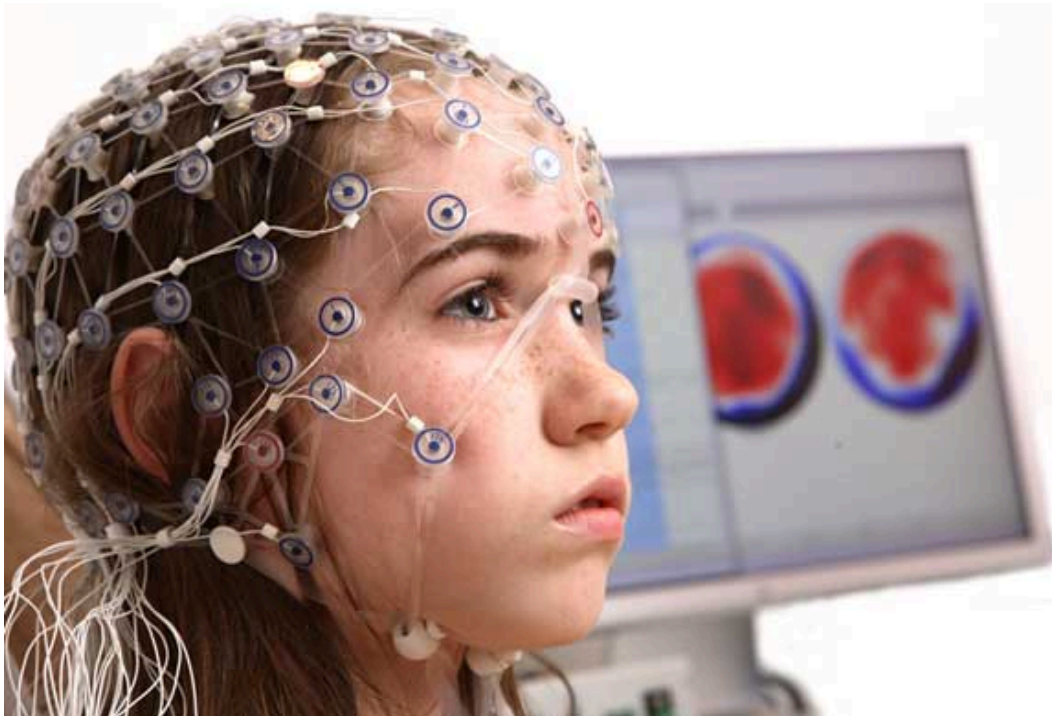
% a little	37%	27%	22%
% some	11%	12%	12%
% a lot	52%	61%	66%

Measurement of SEL



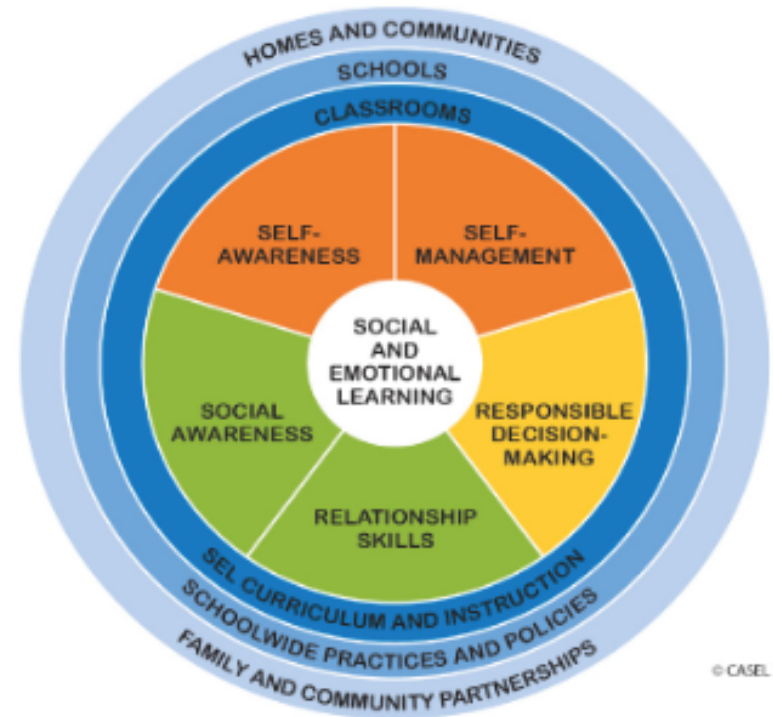
Measurement of SEL

- Self-perceptions
- Gender differences in the experience of these constructs



Environmental influences of SEL

What is the role of schools and classrooms in supporting SEL?

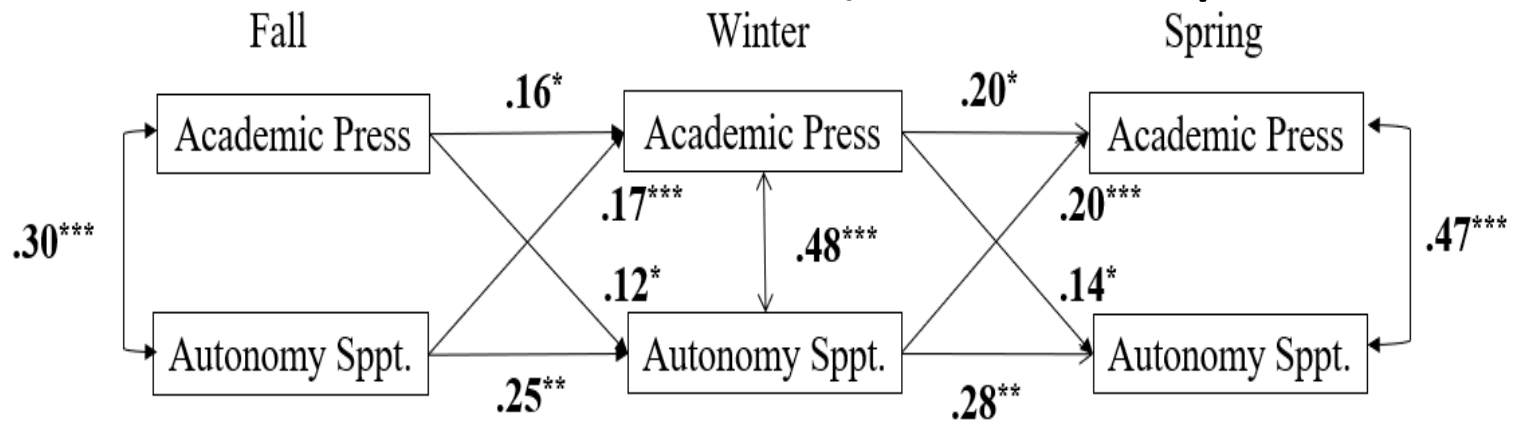


What is the role of schools and classrooms in supporting SEL?

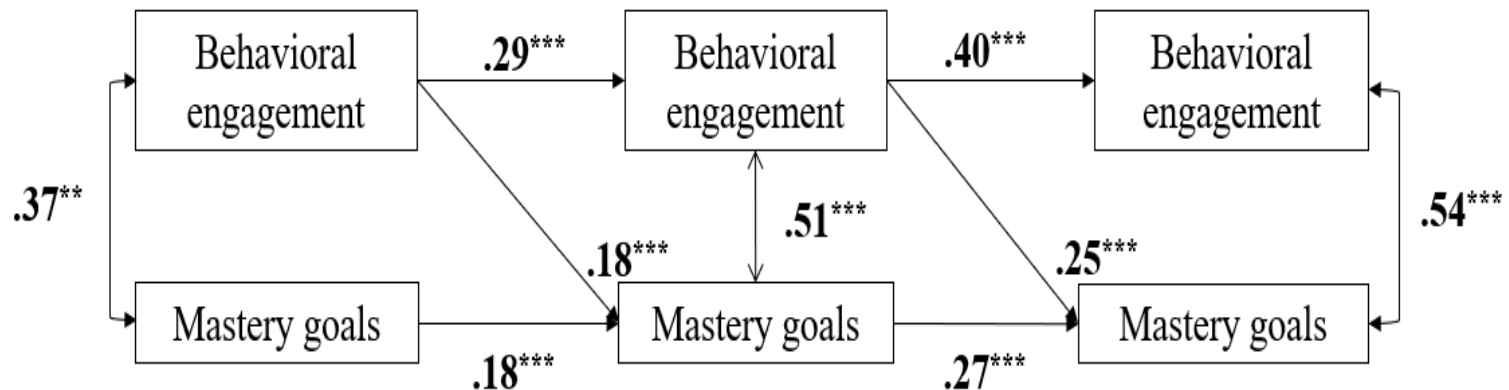
- How do we think about learning environments as fostering SEL
- Does each of these environments foster particular SEL skills?
 - Feelings of belonging
- Looking at how environments influence SEL as an outcome



Results: RI-CLPM (within-person)

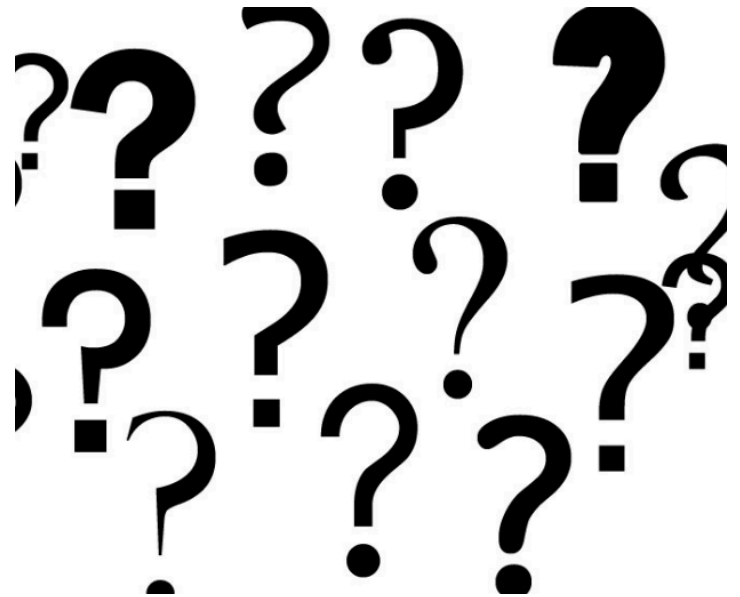


NO PATHS SHALL CROSS



Questions

- What is the best way to think and describe these constructs?
- What and how do we measure?
 - What and how do we measure in schools and what do we make policy decisions around?
- How do we think about the influence of schools and classrooms on these constructs?





LEARNING TOGETHER

**BUILDING PARTNERSHIPS TO
ACCELERATE EXCELLENCE AND EQUITY**



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