

Student and Teacher Alignment on Surveys Measuring Students' Social-Emotional Competencies



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transforming
education



- About Transforming Education
- Transforming Education and NewSchools Venture Fund Partnership
- Study Overview
- Key Insights
- Connecting Insights to Practice
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What does TransformEd do?

Transforming Education (TransformEd) partners with educators to support school systems in fostering the development of the whole child so that all students, particularly those from marginalized populations, can thrive.

THE PROBLEM

Schools don't focus on the development of key factors essential for long term student success

WHAT WE DO

Support educators in developing and implementing practices and policies that foster the development of the whole child.

HOW WE DO IT

Work directly with Schools, School Districts, and State Departments of Education to help systems support educators

Partner collaboratively with other organizations to provide thought partnership and technical assistance

Collaborate with research and policy organizations to contribute to and learn from best practices

INTENDED OUTCOMES

- School, district and state leaders adopt policies that support the development of the whole child
- Teachers and leaders understand and embrace the goal of developing the whole child
- Teachers and leaders use data to inform progress and drive continuous improvement
- Teachers and leaders use and share best practices for improving learning environments and supporting whole-child development

Students develop the mindsets, skills and habits that support long-term success

We have partnered with organizations and education systems serving more than 1 million students nationwide



River Dell Regional School District
Creating Lifelong Learners





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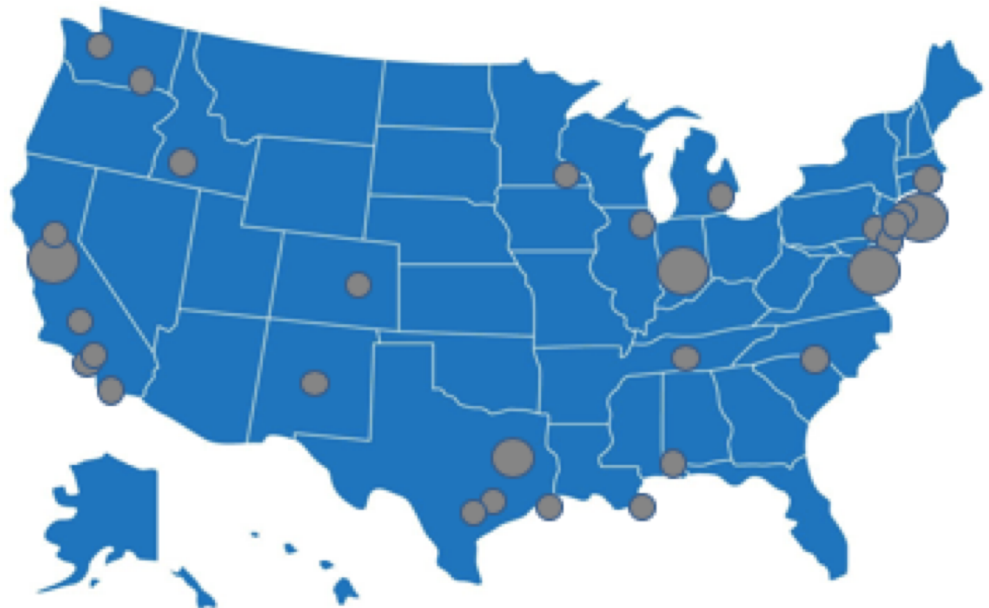
Our Partnership with NewSchools Venture Fund

NewSchools Venture Fund is a national nonprofit venture philanthropy working to reimagine public education

In SY2016-17 TransformEd embarked on a three-year partnership with NewSchools Venture Fund to assist their growing national cohort of schools, the *NewSchools Invent Cohort*, in expanding the definition of student success.

We currently work with **64** schools in the cohort.

newschools
venture fund



The partnership is oriented around three primary goals

For School Leaders

Provide actionable data, research and support to help school leaders expand the definition of student success, change practices based on research and data, and ultimately improve outcomes for students on a range of indicators that relate to long-term success.

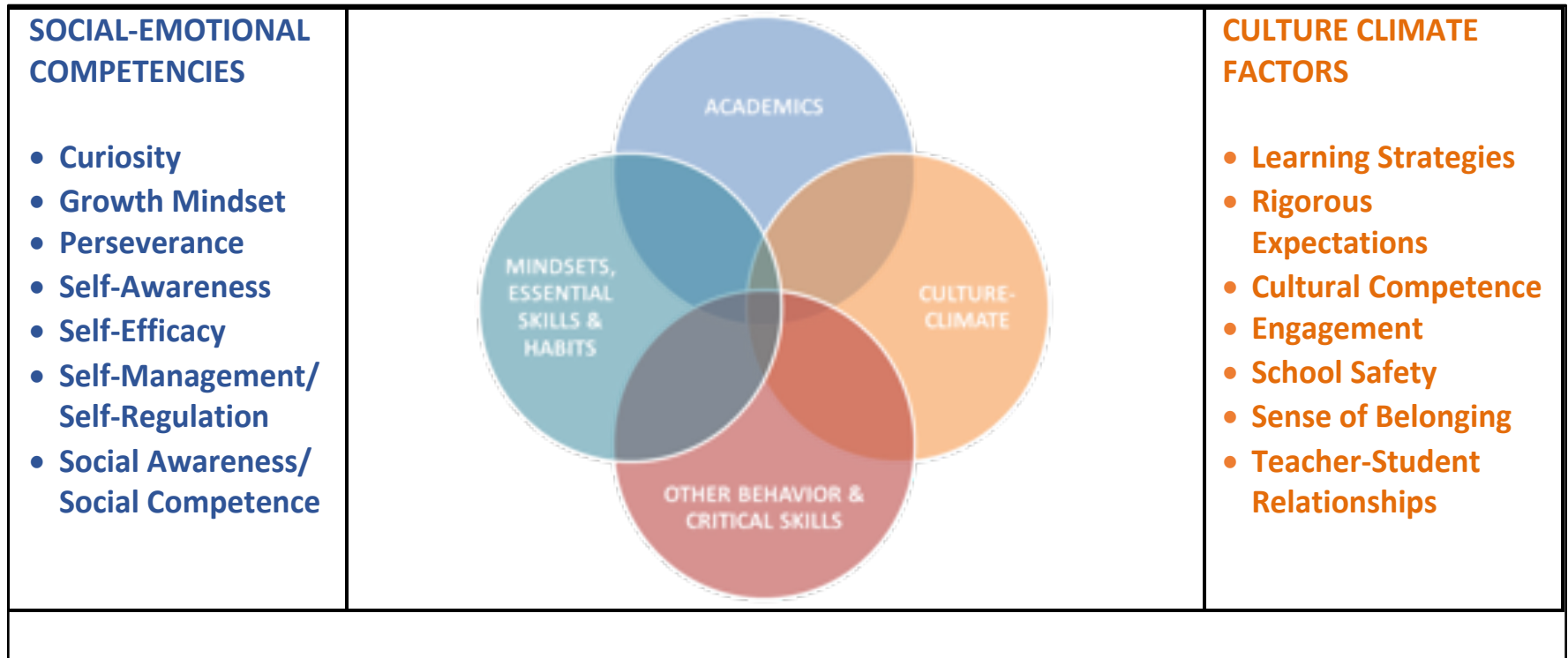
For NewSchools Venture Fund

Provide data to help NewSchools understand their portfolio on a variety of metrics so they can identify trends and inform their board, investment partners and funders.

For the Broader Field

Contribute to the national dialogue about how to expand the definition of student success in research, policy and practice.

We prioritized 7 social-emotional competencies and 7 school culture-climate factors to assess through surveys



SEC Survey Administration in the NewSchools Invent Cohort

	Student Survey Data	Teacher Survey Data	Student and Teacher Survey Data
Perseverance	Grades 4-12	Grades 1-12	Grades 4-12
Self-Management/ Self-Regulation	Grades 4-12	Grades 1-12	Grades 4-12
Social Awareness/ Social Competence	Grades 4-12	Grades 1-12	Grades 4-12
Curiosity	Grades 4-12		
Growth Mindset	Grades 4-12		
Self-Awareness	Grades 4-12		
Self-Efficacy	Grades 4-12		

Student and teacher surveys ask similar questions

	Self-Management	Social Awareness	Perseverance
Example Items	<ul style="list-style-type: none"> • I came to class prepared.. • I got my work done right away instead of waiting until the last minute. • I paid attention and resisted distractions. • I worked independently with focus. 	<ul style="list-style-type: none"> • I listened carefully to other people's points of view. • I cared about other people's feelings. • I noticed and complimented others' accomplishments. • I was able to describe my thoughts and feelings in ways that others understood. 	<ul style="list-style-type: none"> • I finish whatever I begin. • I work very hard. I keep working when others stop to take a break. • I stay interested in my goals, even if they take a long time (months or years) to complete. • I am diligent. I never give up.
Source	Adapted from Patrick & Duckworth (2013,)	Adapted from from CASEL & AIR / Washoe County (2013)	Adapted from Duckworth and Quinn (2009)



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Our Primary Research Question

How should practitioners use results from student surveys and teacher surveys of students' social-emotional competencies to better understand students' social-emotional competencies?

Prior research drives our study

- **Correlations between self and other reports tend to range between 0.3 and 0.6** (Big Five personality traits; Connelly & Ones, 2010; Connolly, Kavanagh, & Viswesvaran, 2007).
 - Is this due to measurement error (De Los Reyes, 2011) or measurement of distinct constructs (Roberts, 2006)?
 - **Biases inherent in student and teacher perceptions may influence their answers on surveys of social-emotional competencies** (e.g., stereotype threat, social-desirability bias) (Duckworth and Yeager, 2016)
 - **Among certain constructs (e.g., self-regulation, emotional stability, conscientiousness), teacher reports are more predictive of student academic and behavioral outcomes compared to student reports** (West, Dow, Duckworth, Park, 2017; Connelly and Ones, 2010).
- **The Self-Other Knowledge Asymmetry Model posits that self-reports are better at predicting internal traits while other-reports are better at predicting overt behaviors** (Vazire, 2010)

Analytic sample: 1,142 students

	Makeup
# of students with student & teacher SEC data	1,142
Demographic Makeup of Students	
% Latino	47%
% Black	11%
% White	29%
Demographic Makeup of Teachers	
% Latino	9%
% Black	3%
% White	68%



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Insight 1

On average, students under-report relative to the teacher, regardless of school-level and student race/ethnicity

Insight 2

Student under-reporting is greatest in the middle school grades

Insight 3

There is a greater degree of misalignment in student and teacher reports of student perseverance and social awareness compared to self-management

Insight 4

We do find initial evidence that African American students and Latino students are less likely to be aligned with their teacher compared to white students



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Implications for Practice

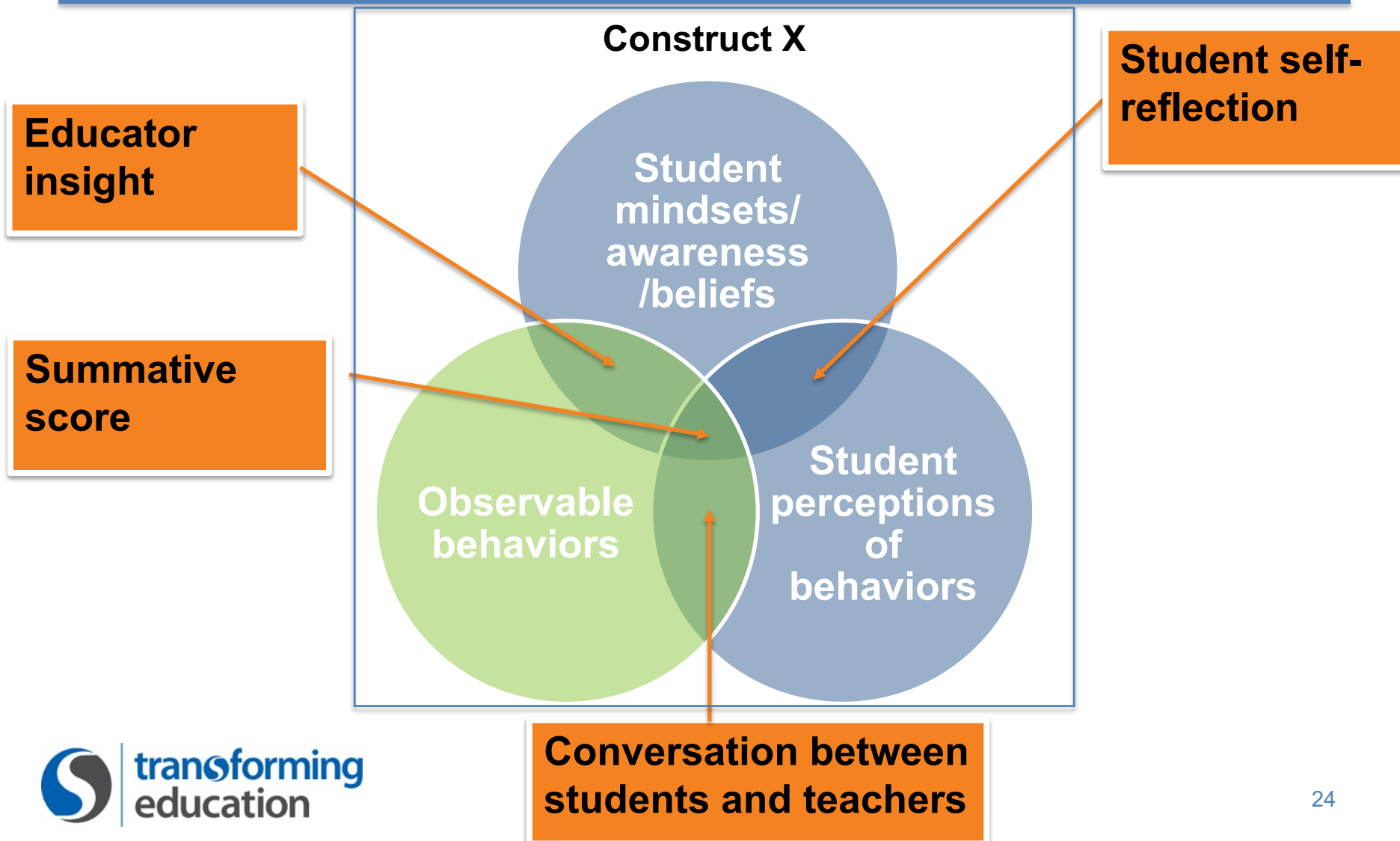
- Student and teacher surveys appear to offer distinct yet complementary information

- Our results combined with prior literature suggests that we won't get a full picture of students' underlying social-emotional competency with:
 - Just student reports
 - Just teacher reports
 - Simply averaging scores across both

Implications for Practice

- Results suggest the need to revise teacher scales to ensure questions are solely about externally observable behaviors that we know from theory are rooted in student awareness/mindsets/beliefs
- Doing this will provide three key benefits
 - Remove redundancy in assessments
 - Provide a clearer path for combining results from student and teacher data into a cohesive SEC score
 - Provide different sources of data for different purposes

A Framework for Measuring Different Components of a Construct with Student and Teacher Surveys



But more to do!

- Lots of work has gone into determining how to combine academic and behavioral data to provide a single indicator of constructs like school quality or high school graduation readiness....
 - Need more systematic work to combine multiple data sources on students' social-emotional development both within grades and across grades
- Picture gets even murkier when we add in direct reports (i.e., game-based tasks)....
 - Stay tuned for future study!

Contact



Questions or Comments:
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