School Climate and SEL Measurement Tools and Trends:
A Foundation for Well-Being

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Workshop Goals

• Learn about the range of school climate informed measurement tools

• Learn about the range of social emotional learning (SEL) informed measurement development trends and tools.

• Consider your own measurement practices and how you may want to include additional school climate and/or SEL measurement practices.
Three Essential Questions

- What are our most important educational goals?
- How should we assess what we believe is most important?
- How can we support an assessment process that promotes transformational learning and school improvement?

*What would others in your school say about these three questions?

School Climate and SEL: Differences and Similarities
Social Emotional Learning

The intentional process of promoting students’ social, emotional, civic and ethical knowledge, skills and dispositions.

School Climate

The quality and character of school life, based on patterns of students’, parents and school personnel’s beliefs, expectations, norms, leadership, teaching & learning practices and the environment.

The SEL and school climate improvement process:

Both, an intentional, strategic, data driven, fundamentally collaborative process of iterative school improvement goal setting (schoolwide, instructional and relational) that promotes safe, supportive and engaging climates for learning that support school and life success.

*How is your school’s improvement efforts aligned (and/or not) with this kind of intentional, prosocial and data driven process?
SEL and school climate improvement impact: Big!

Growing recognition that (i) social, emotional and civic learning (“SEL”) matters; and, that (ii) creating a safe, supportive and engaging climate for learning are two essential foundations for school success and life success (Jones & Kahn, 2017):

- Social, emotional, and cognitive capabilities are fundamentally intertwined—they are interdependent in their development, experience, and use.
- ON the importance of focusing on and improvement both instructional (SEL) as well as school wide (school climate) improvement efforts.
- Engaging in effective SEL informed programs and practices can improve teacher effectiveness and well-being.
- Social, emotional, and academic development is an essential part of pre-K-12 education that can transform schools into places that foster academic excellence, collaboration and communication, creativity and innovation, empathy and respect, civic engagement, and other skills and dispositions needed for success in the 21st Century.
- Effective implementation is necessary to improve outcomes and for all children to benefit.
- For social, emotional, and academic development to thrive in schools, teachers and administrators need training and support to understand and model these skills, behaviors, knowledge, and beliefs.
- Supporting social, emotional, and academic development is a wise use of public resources, because there can be long-term social and economic benefits to society when schools implement and embed evidence-based programs that promote SEL.

The Prosocial Measurement Landscape: From Report Cards to SEL and School Climate Informed Measurement Tools and Systems
Report Cards

The “other side” of the report card: social emotional and civic capacities and other non-academic aspects of learning and school life.

*How are report cards being used in prosocially informed and meaningful ways in your school?

SEL Measurement

- A growing array of formative assessments

- WPS Qualities of a Sustainable and Independent Learner Survey (QSIL)
School Climate Measurement

- School surveys that recognize student, parent and school personnel voice: A Compendium of School Climate Surveys

- School Climate Readiness and Process Assessments

- School Climate Community Assessments

Using Measurement to Support Learning and Continuous Improvement
Assessments enhance learning when:

- The “end” learning goals are known in advance, as are the assessments of them.
- The evaluation criteria (e.g. rubrics) are presented and explained at the beginning.
- Models of excellence, aligned to the criteria, are shown to provide a clear “picture” of desired performance.
- The assessment tasks are set in a realistic context and require application of skills.
- The assessments are challenging, yet attainable.
- The assessments are “open” i.e. there isn’t a single correct answer or a single way of accomplishing the task.
- Students produce tangible products and/or performances to show evidence of their learning.
- There is an audience other than the teacher.
- The learners have some choice regarding how they will demonstrate their learning (e.g. via products and performances) and/or how they go about the task (process).
- There are opportunities to work with others (collaborators)
- The teacher functions as a coach or an advocate.
- Detailed feedback is provided along the way.
- Learners have opportunities to practice, refine, or “re-do” after feedback is given.
- Learners are encouraged to self-assess, reflect on their learning, and set future goals based on assessment results.

(McTighe, 2013).

Assessments enhance learning when (cont.)

Four A’s Protocol

- What Assumptions?

- What do you want to Agree with?

- What do want to Argue with?

- What parts of this presentation do you want to Aspire to (or Act upon)?