

## Measuring Social-Emotional Growth Webinar Series

As you watch the nine videos in the [series](#), reflect on these questions. If you send your completed reflection to [researchcollab@ku.edu](mailto:researchcollab@ku.edu), you will receive a certificate for 9 hours of continuing education credits (CEUs).

Name

Email

District/Association

### CONSIDERATIONS FOR AN SEL DATA SYSTEM

- Social-Emotional Skills/Competencies: Which intrapersonal and interpersonal competencies do students learn at your school? How do you already measure students' development of these skills?
- Social-Emotional Instruction: Across your school, how well have you taught the skills and competencies that you said we were going to teach?
- School Climate and Culture: Is the school environment conducive to developing students' social emotional skills?

### CONTEXTUALIZING SOCIAL-EMOTIONAL GROWTH WITHIN THE KANSAS CAN INTEGRATED LEARNING PROCESS

- How does social-emotional learning support students' success and align with state and district priorities?

### MEASURING STUDENTS' BEHAVIOR/SOCIAL/EMOTIONAL RISK FACTORS

- How can social-emotional screening data be used within your SEL data system to inform instruction and interventions? Remember that risk screeners are not designed to measure a student's development of intrapersonal and interpersonal skills.

### MEASURING STUDENTS' KNOWLEDGE AND SKILL DEVELOPMENT AT TIER I

- Do the measures incorporated in your SEL curriculum monitor knowledge gains, skill development, and generalization of intrapersonal and interpersonal competencies?
- Could performance-based assessments or observations become common measures used by all educators in your school?
- How might you share these data with students and their families?

### GATHERING FEEDBACK FROM FAMILIES TO INFORM SEL

- How might you partner with families to support students' development of intrapersonal and interpersonal skills?
- How will the feedback from families inform your efforts to create a school climate that promotes students' social and emotional development?

## **MONITORING STUDENT PROGRESS WITHIN TIER 2 AND TIER 3 BEHAVIOR/SOCIAL/EMOTIONAL INTERVENTIONS**

- Thinking about your school's current process for monitoring progress within interventions, have you considered options for classroom-based interventions?
- How could progress-monitoring data be analyzed across time to inform decision making for the individual student as well as your SEL system as a whole?

## **USING KANSAS COMMUNITIES THAT CARE DATA TO TARGET PROTECTIVE AND RISK FACTORS**

- Think about how your school assesses school climate and culture. How do you use these data to improve schoolwide implementation of social-emotional, mental health, and trauma-informed practices?

## **DESIGNING A DISTRICTWIDE SEL DATA SYSTEM**

- What stakeholders should you involve?
- What practices need to be in place?
- What are the ongoing methods to monitor (1) the environmental factors that produce a school climate that is conducive for learning intrapersonal and interpersonal skills, (2) the quality of social-emotional instruction and guided practice of social-emotional skills, and (3) the knowledge and skill development of each student?

## **MONITORING FIDELITY AS PART OF YOUR SEL DATA SYSTEM**

- How does your school monitor the implementation of practices that create an empowering school climate?
- How do you know that the SEL curriculum is being taught as intended and that students are practicing the skills?

## **NEXT STEPS**

- List up to five action steps you plan to take to improve your SEL data system or to learn more.