



The Assessment Learning Network

Assessing Social-Emotional Learning

Thursday, November 12, 2020



Working Together

Norms for the ALN meetings

Norms for a Group Whose Purpose is to Learn Together...Virtually

- Mute your audio if you are not a presenter
- Use the chat feature to post thoughts and ask questions
- Be an active participant
- Be respectful
- Provide feedback via chat
- Know that this is being recorded, including all chat activity

Today's Agenda

- Overview and Welcome
- Getting Ready for Today's topic
 - Online/Blended Instruction and SEL
- Assessing Social-Emotional Learning
 - Dr. Christina Cipriano
- Break
- Practitioner Perspectives on SEL
 - Heather Vaughan-Southard and Dina Rocheleau
- ALN Resources and Future Meetings
- Adjourn!

The Vision for the ALN

- A professional learning community focused on improving assessment practices in public education
- A vehicle to promote the MAC's Assessment Literacy Standards throughout Michigan
- A conduit between the MAC, MDE, and Michigan's professional educational organizations that can work collaboratively to improve educators' assessment literacy



Who is with us today?

*Please type your name and
affiliation in the chat box*



Welcome

Kathy Dewsbury-White
CEO – Michigan Assessment
Consortium



Getting Ready for Today's Presentation

*How has the switch to
online/blended instruction
changed how you think about
social-emotional learning?*

A small group discussion

- You will be placed into sub-groups, in separate zoom rooms, for ten minutes
- In your group, share with colleagues how the move to online and/or blended instruction has changed how you think about social-emotional learning
- Identify one theme about our current educational context and SEL that you feel is important. (Yes, this is vague!)
- Identify one person who will type this theme into the chat once we return to the full group.
- When we return to the full group, your representative types your theme into the chat



Assessing Social-Emotional Learning

Dr. Christina Cipriano

Director of Research

Yale Center for Emotional Intelligence



Break!



Practitioners' Perspectives on Social-Emotional Learning

Practitioner Perspectives



Dina Rocheleau
Glen Lake Community Schools
Middle & High School Principal



Heather Vaughan-Southard
MAEIA
Professional Learning Director



Systemic Approach to SEL

Effective SEL instruction has four elements represented by the acronym SAFE:

- **Sequenced**—connected and coordinated activities to foster skills development;
- **Active**—active forms of learning to help students master new skills;
- **Focused**—containing activities that clearly emphasize developing personal and social skills;
- **Explicit**—targeting specific social and emotional skills

(Durlak et al., 2010, 2011)

Sequenced

District/School needs to be on 'Same Page' with common understanding of SEL

By taking ownership teachers/staff strengthen SEL in themselves & in turn students

More likely to succeed with consistency, common language, coordinated, and intentional approach

– SEL@ the Core of All We Do

Active

Build coherence through school culture experiences grounded in building relationships

Maintain consistency but build in novelty (Novelty is great for the brain!)

*SEL is not a Checklist of Activities

Focused

Embed SEL across all contexts of school/district practices & policies

SEL is beyond a program, Leverage SEL to align to all YOU do

Establish school climate & approach to discipline

*Focused not just on students, but adults – Build in adult mindset, reflection

Explicit

Dedicated time to teach, model, and practice essential skills daily

Develop Essential Skills List (DAP, by Grade Level)

Intentional Tiered System of Support

Systemic Approach to SEL

Build teacher individual and collective understanding

Use student surveys, voice, groups to support student involvement, Have students on SEL Committee

Use researched based formative assessment

Question

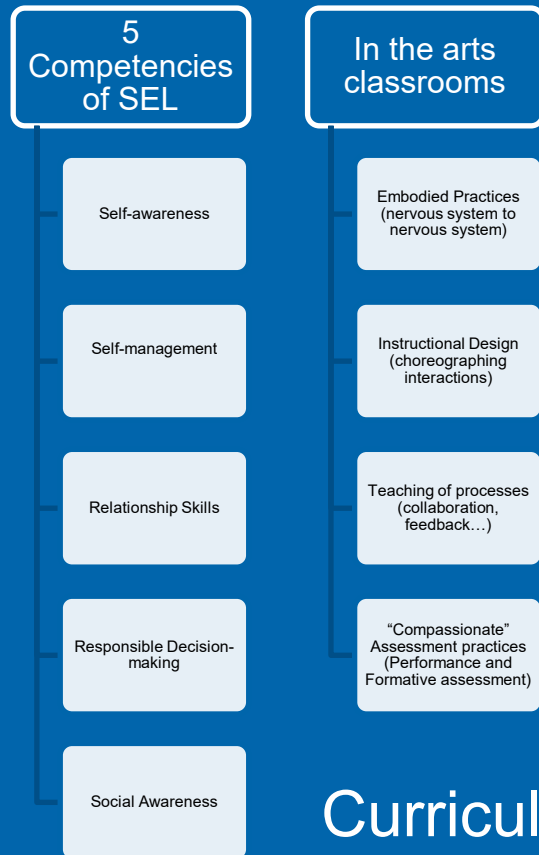
How do you suggest addressing the
‘We need to fix kids’ mentality
so that we move from an advisory model
to one that leverages student voice
and a ‘listen & learn’ time of collaboration
that supports a true
social emotional learning
mindset?

(Supporting more Equitable Educational Opportunities)

Tensions that arise for arts educators

- Perspective shift: teaching the legacy of the discipline or teaching the people in the classroom
- Teaching beyond my scope of practice: I am not a therapist
- Perceptions of time: How can I add one more thing?

SEL in and through the Arts



Curriculum-embedded, explicitly taught

Question

- How do we bridge from where we are to where we want to go?
 - Easing tensions for educators
 - Best practice in teaching
 - Assessing social-emotional learning



Resources Available from the ALN

Linda Wacyk

*Michigan Assessment
Consortium*

Today's Event Page

www.MichiganAssessmentConsortium.org/ALN

(Click on: View Resources from Past ALN events)

Assessing Social-Emotional Learning – Christina Cipriano

Assessment Learning Network, November 12, 2020



The 2020-21 ALN sessions will explore implications for teaching and assessing in virtual environments. As educators embrace the responsibility to impact learning in new distance, virtual, and hybrid environments necessitated by the COVID-19 pandemic, we will amplify and enhance what we know about good assessment practice and its ability to support learning.

Register

DATE

Thursday, November 12, 2020

TIME

2:00 pm - 5:00 pm

LOCATION

Virtual
[Get Directions](#)

RESOURCES

Assessment Learning Network
Schedule for 2020-2021

There are many initiatives at the local and federal level to assess social and emotional learning. It is of paramount importance for practitioners and school administrators to understand their roles and the possibilities for assessing student and teacher growth in social and emotional competencies and related development. Assessment is important to any aspect of teaching and learning. What instruments are available to assess social-emotional competencies and skill development? What types of information do they provide, and how can such information be used to support individual students as well as the educators and systems we build to support students? This session will take a look at some of the instruments available, describe the types of scores and other information they provide, and suggest some ways this information might be used to improve the school environment and individual student learning.



PRESENTER: Christina Cipriano

Christina Cipriano, holds a dual appointment at the Yale School of Medicine as Director of Research at the Yale Center for Emotional Intelligence (YCEI) and a Research Scientist at the Yale Child Study Center. As an Applied Developmental and Educational Psychologist, her research focuses on the systematic examination of classroom social processes in the promotion of pathways to optimal developmental outcomes for traditionally underserved student and teacher populations. She has extensive experience working in classrooms and schools, providing training to teachers and support staff, and direct instruction to students. As the Director of Research at the YCEI Christina oversees, designs, and maintains large-scale basic and applied research studies on: emotions, emotional intelligence, and social and emotional learning.

EVENT RESOURCES

[A Quick Read Summary of SEL Research](#)

[Core SEL Competencies](#)

[SEL Approaches](#)

[SEL Assessment Guide](#)

[YALE Center School Resources for Navigating Emotional Times](#)

[Back-to-School 2020 Resources—Yale Center for Emotional Intelligence](#)

LEARNING MOMENTS

LEARNING POINTS

- What is social and emotional learning (SEL)?
- How can educators assess social and emotional learning?
- Where does SEL assessment fit in the building and district assessment system?

Learning Points Library

www.MichiganAssessmentConsortium.org/aln/aln-learning-points



Assessment Learning Network

LOGIN

A Professional Learning Community

The **Assessment Learning Network (ALN)** is a professional learning community of members from Michigan's professional education organizations. The goal of the ALN is to increase the assessment literacy of all of Michigan's professional educators. Through engagement and shared perspectives, this learning community invests in Michigan's children and educators by using assessment to cultivate capable learners.

The 2020-21 ALN sessions will explore implications for teaching and assessing in virtual environments. As educators embrace the responsibility to impact learning in new distance, virtual, and hybrid environments necessitated by COVID-19 pandemic, we will amplify and enhance what we know about good assessment practice and its ability to support learning.

THE ASSESSMENT LEARNING NETWORK IS A UNIQUE CONCEPT THAT:

- Is supported by the Michigan Assessment Consortium (MAC) and the Michigan Department of Education
- Brings together the leadership from Michigan's professional education associations
- Offers regular engagements where diverse education leaders learn together about the power of assessment to support the development of our students, their educators and our state.

[What does it mean to be an ALN Member? →](#)



Learning Points

Learning Points are accurate, concise briefs that address current assessment topics.

[ALN Learning Points →](#)



Resource Bank

www.MichiganAssessmentConsortium.org/resource-bank

Resource Bank

Filter

Clear All

RESOURCE TYPES

- ☒ Documents/Print
 - ☐ Articles
 - ☐ White Papers
 - ☐ Tools
 - ☐ Presentations
 - ☐ Learning Points
 - ☐ ThinkPoints
 - ☐ Professional Learning Resources
- ☒ Videos
 - ☐ Short Clips
 - ☐ Webinars
 - ☐ Video-conferences
- ☐ Websites

ASSESSMENT TOPICS

+

STUDENT SUBGROUPS

+

SCHOOL LEVELS

+

CONTENT AREAS

+

ROLE GROUPS

+

"Assessment for Learning Research Summary", The Open Resource Bank for Interactive Teaching, University of Cambridge

This resource is part of the DfES resource "Pedagogy and Practice: Teaching and Learning in Secondary Schools" and is a product of the Department of Education, UK. It includes links to the original "Inside the

[Read More](#)

Visit Page

9 Beliefs for Assessment Data Usage Systems

This infographic lists 9 beliefs for a district's consideration.

9 Beliefs for an Assessment Data Usage System

2018-19 Assessment Learning Network Schedule

Schedule and registration link for 2018-19 Assessment Learning Network events

Assessment Learning Network Schedule for 2018-19

Addressing Assessment Issues: Value of using a two-

3 Cs of a Balanced Assessment System

Tool organized by criteria and indicators to assist with self-survey about the district assessment system.

3Cs Tool

9 Ways to Motivate Students

Cognitive science tells us multiple factors can be motivating to students in assessment practice.

9 Ways to Motivate Students

2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics

Student Achievement Partners developed this report to share research and progressions of prioritized content standards for ELA (K-12) and Mathematics (K-8) for the purpose of finding efficiencies in the

[Read More](#)

Priority Instructional Content in ELA Literacy and Math...

A Discipline Perspective About Assessment Practice to Promote

8 Considerations for Establishing a Culture

This graphic depicts considerations on school culture of using assessment data learning.

8 Considerations for Establishing a Culture

21st Century Science Assessment

This article outlines how to achieve a t the components in such systems.

View File


Accentuate the Formative: Michigan Video to Improve their Practice

This article from the FAME research to formative assessment to improve their

Accentuate the Formative: Michigan

A District Perspective on the Value

27





Future Meeting Dates

Thursday, December 3, 2020

Doug Fisher

Best Classroom Summative Assessment Methods
& Strategies in a Virtual Environment

Tuesday, March 2, 2021

Joe Feldman

Grading for Equity: What It Is, Why It Matters, and
How It Can Transform Schools and Classrooms

Wednesday, April 21, 2021

Susan Brookhart

Formative Assessment Strategies to Improve
Distance Learning Outcomes for Students With
Disabilities



Adjourn!

*Thank You for Spending Your
Afternoon with Us!*