



Tripod Education Partners

**SEL Survey Assessments:
Capturing feedback to improve schools**

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On the call from Tripod



Alka Pateriya
President



Jacob Rowley
Sr. Research Scientist

Agenda

- History and Background
- SEL Offerings
 - SEL – Competency Survey for Students
 - SEL – Environment Survey for Students
 - SEL – Competency Survey for Faculty
- Reporting Examples

Co-Founder, Dr. Ronald Ferguson

- Co-Founder of Tripod Education Partners. **First developed surveys in 2001 with educators in Ohio.**
- Leads all research and analysis of Tripod survey data
- Senior Lecturer in Education and Public Policy, Harvard University
- Director of the Achievement Gap Initiative, Harvard University



Overview of Tripod

What We Assess

- Teaching Quality (Tripod's 7Cs)
- Student Engagement
- **Social-Emotional Status**
- **Social-Emotional Development**
- Diversity, Equity, and Inclusion
- School Climate
- Professional Environment
- Parent Perspectives

How We Assess

- **Student Surveys**
- **Teacher Surveys**
- Parent Surveys

Using:

- Paper Surveys
- Online Surveys
- Traditional: 1, 2, 3 times per year
- Pulse: monthly, bi-weekly, weekly, daily, etc.

Why We Assess

To fill gaps in what decision makers can currently know using standard academic assessments, in order that they can improve learning experiences and environments, to improve social, emotional, and academic outcomes.

The Role of Research

- To measure the validity and reliability of each metric in the system
- To understand the system of correlational and causal relationships connecting the various concepts measured
- To determine the most effective reporting and support systems for optimizing the usefulness of reported measures for improving teaching and learning

Our Premise

1. Carefully developed surveys can provide reliable and valid information about teaching effectiveness, school quality, student learning outcomes, and other key indicators.
2. Well designed survey measures should be organized using ideas rooted in research.
3. Our purpose is always to provide insights that will promote reflection, goal setting, and action.

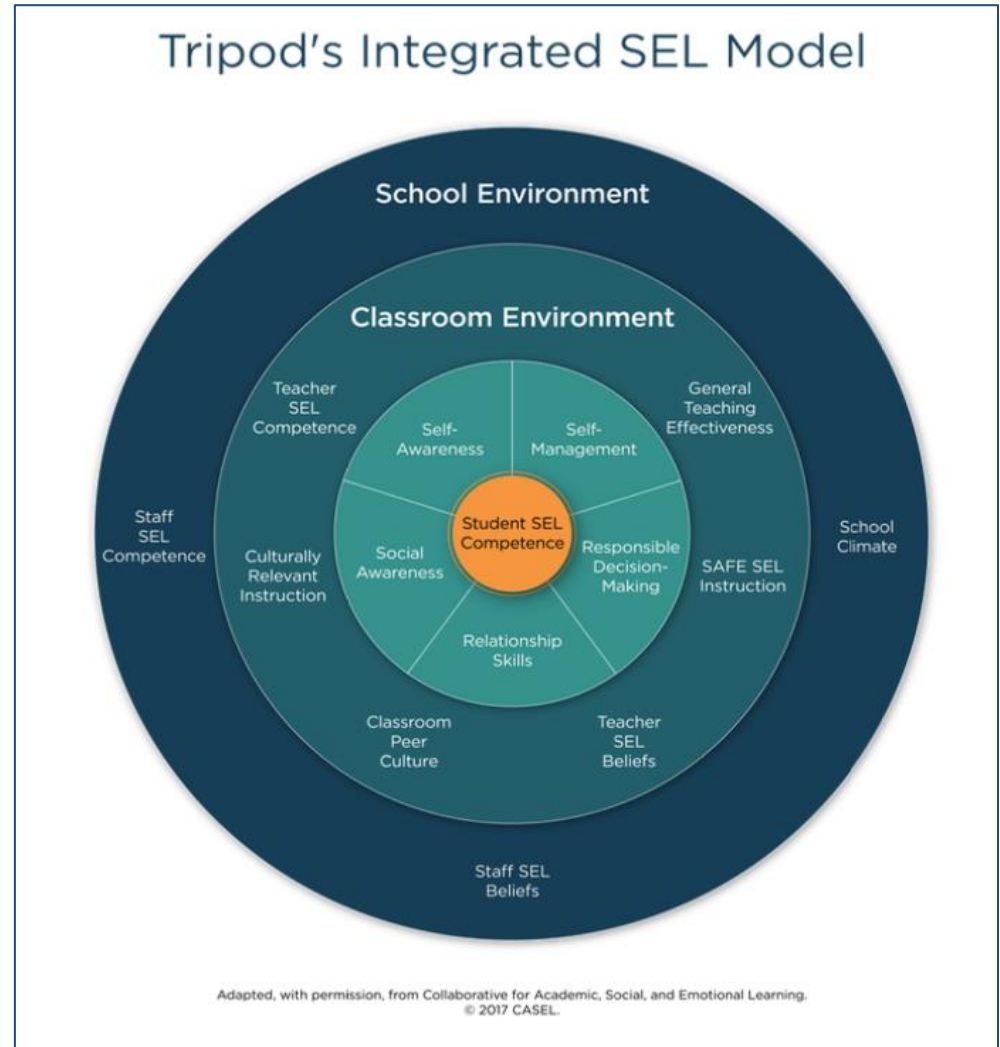
Tripod SEL Suite of Surveys

- SEL – Competency for Students
 - Enables educators and school leaders to assess and monitor students' social and emotional strengths and weaknesses.
- SEL – Environment for Students
 - Collects student perceptions of the classroom and school environment when a specific SEL curricula is being implemented. Results can help educators and school leaders identify opportunities to enhance students' SEL as well as monitor changes to the SEL environment over time.
- SEL – Competency for Staff
 - Enables school leaders to assess and monitor the social and emotional strengths and weaknesses of school staff and their perceptions of a school's SEL culture.

SEL – Competency Survey for Students

Captures key dimensions of each of the five CASEL domains

- Self Awareness
- Self Management
- Social Awareness
- Relationship Skills
- Responsible Decision Making



SEL – Competency Survey for Students: Sample Items

- **Self Awareness**

- When I am upset, I don't know if I am sad, scared, nervous, or mad.
- I often don't know why I feel the way I do.

- **Self Management**

- It is hard to keep myself from doing what I want to do, even if I know that I shouldn't do it.
- When I'm studying, I often find it difficult to concentrate.

SEL – Competency Survey for Students: Sample Items

- **Social Awareness**
 - When one of my friends is sad, I usually understand why.
 - When one of my friends cries, I usually understand what has happened.
- **Relationship Skills**
 - It is easy for me to become friends with other people my age.
 - I always listen carefully to other people's point of view.
- **Responsible Decision Making**
 - When you are having a problem, how often do you:
 - Look for information to help you understand the problem?
 - Think about different ways to solve the problem?

SEL– Environment Survey for Students: Sample Items

– Breadth and Depth of SEL Instruction

- In your class, which of the following have you talked about? (Select all that apply.)
 - How to understand what I'm thinking and feeling.
 - How to take care of myself when I am feeling anxious, scared, nervous, or angry.
 - How to see something from someone else's point of view.
 - How to have healthy and satisfying relationships with other people, including people whose background and culture are different from mine.
 - How to make good choices about my behavior and relationships.

SEL– Environment Survey for Students: Sample Items

- In this class, when you focused on [selected topic], how true were the following statements:
 - The lessons or activities felt connected to each other.
 - We did activities such as role-plays, demonstrations, debates or games more often than we did worksheets.
 - We practiced new skills enough for me to be able to try them out in real life.
 - My teacher clearly communicated what we were supposed to learn.

SEL – Competency Survey for Faculty: Sample Items

– SEL Comfort

- I feel confident in my ability to provide instruction on social and emotional learning.
- Taking care of my students' social and emotional needs comes naturally to me.

– SEL Commitment

- I would like to attend a workshop to learn how to develop my students' social and emotional skills.
- I want to improve my ability to teach social and emotional skills to students.

SEL – Competency Survey for Faculty: Sample Items

– SEL Culture

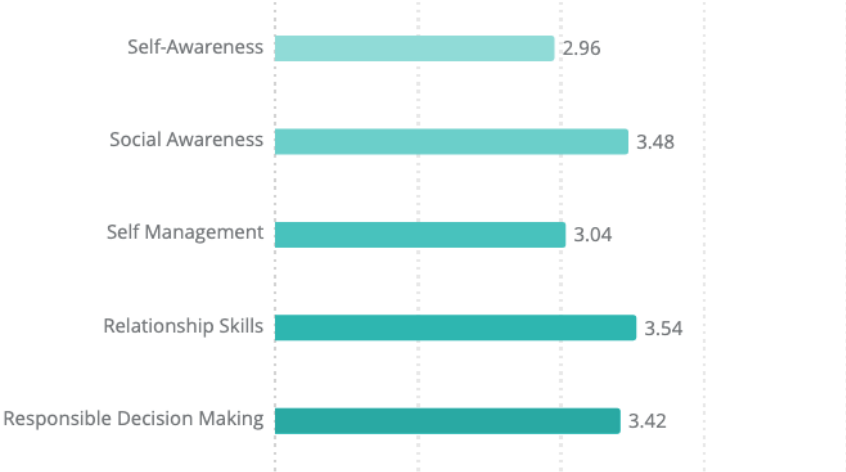
- The culture in my school supports the development of children's social and emotional skills.
- My school expects teachers to address children's social and emotional needs.

Sample Dashboards: Construct Scores

197 Responses

12

- School: All
- Teacher Email: All
- Classid_da: All
- Gender: All
- Race/Ethnicity: **Black or African American**
- Caregiver Education Level: All
- Adult(s) at Home: All
- Prior Achievement: All
- English at Home: All
- Computer or Tablet at Home: All
- Books at Home: All
- Survey Admin: All



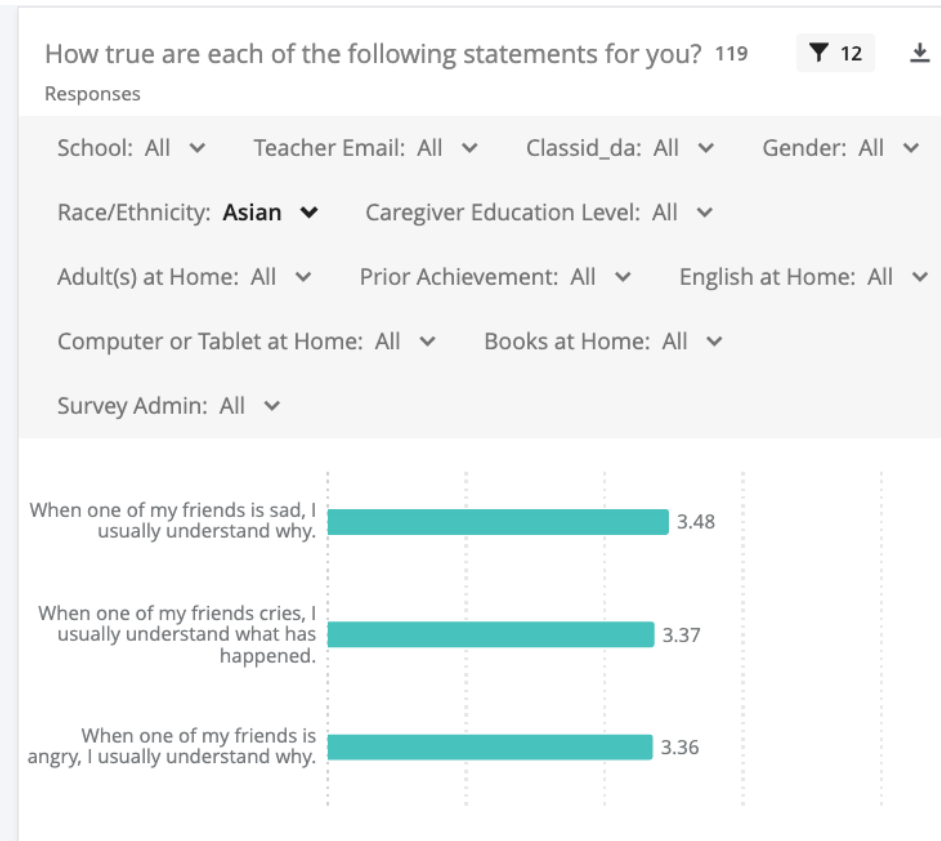
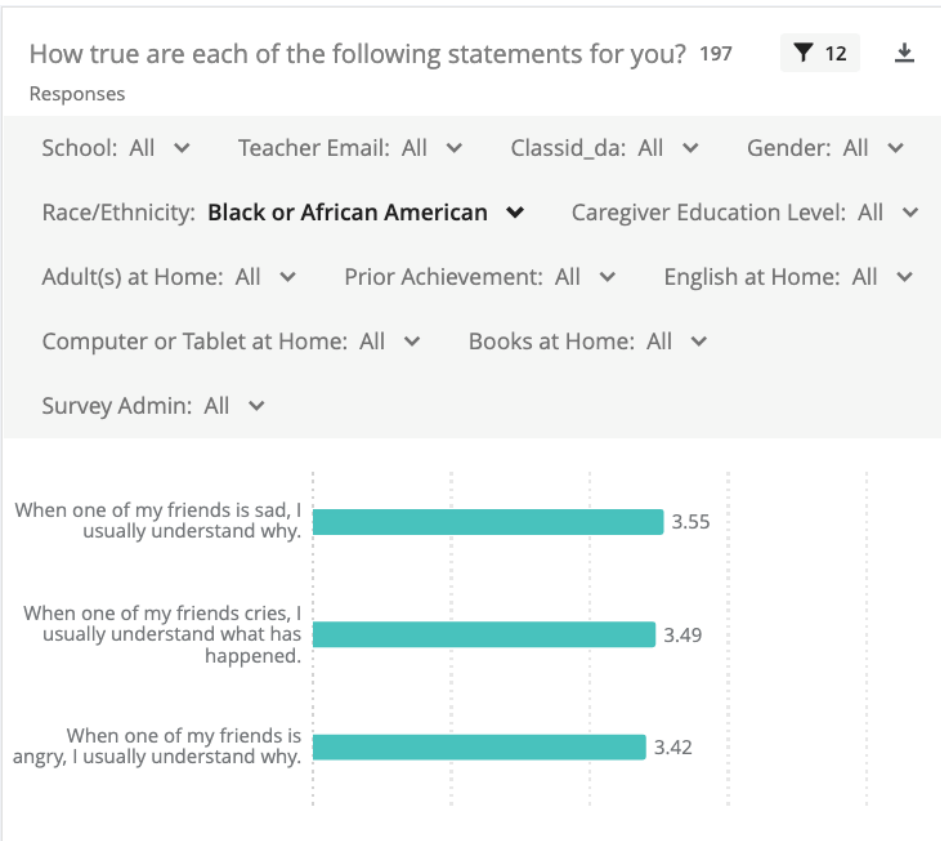
119 Responses

12

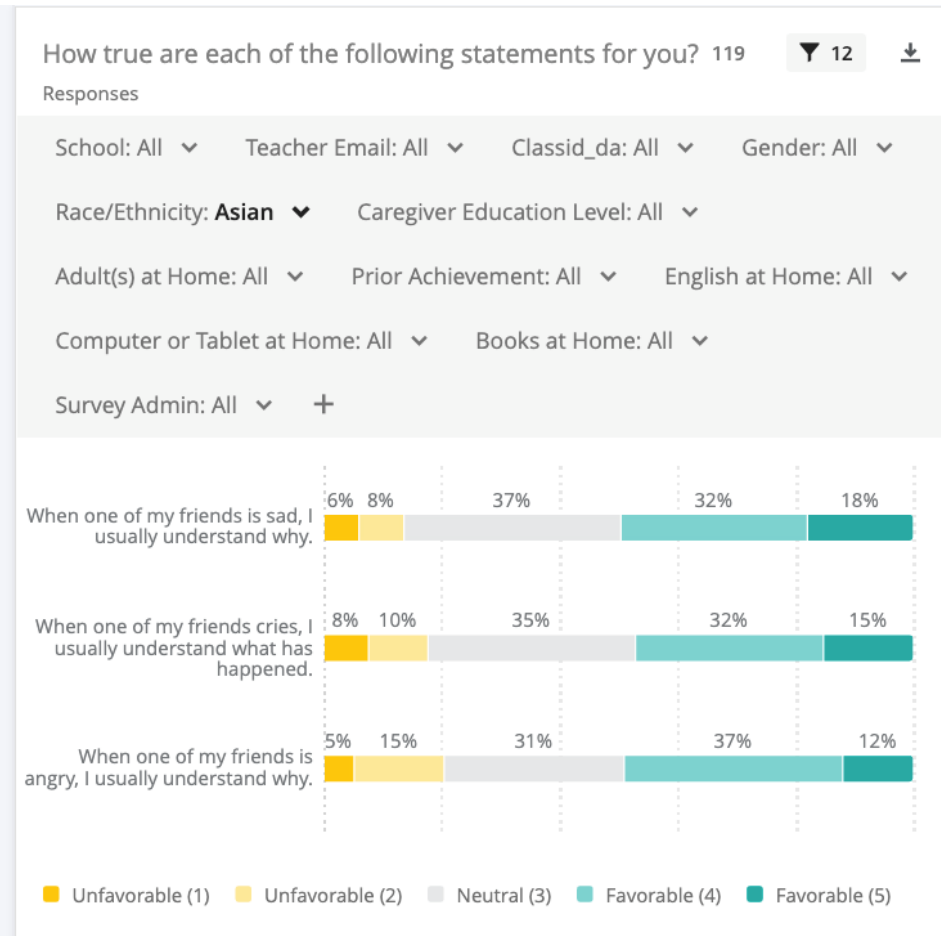
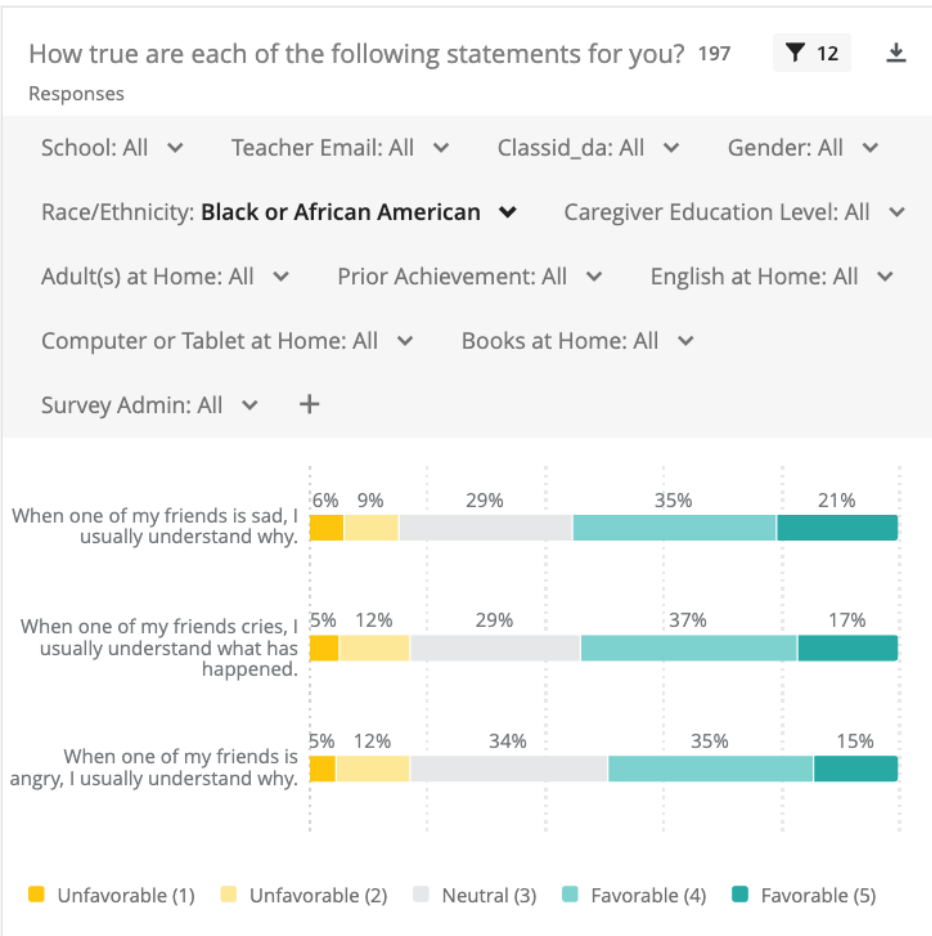
- School: All
- Teacher Email: All
- Classid_da: All
- Gender: All
- Race/Ethnicity: **Asian**
- Caregiver Education Level: All
- Adult(s) at Home: All
- Prior Achievement: All
- English at Home: All
- Computer or Tablet at Home: All
- Books at Home: All
- Survey Admin: All



Sample Dashboards: Item Averages



Sample Dashboards: Item-Level Details



Questions?

**Contact:
alka@tripoded.com**

WI DPI Disclaimer

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