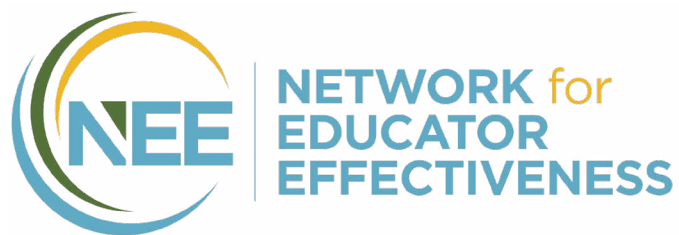


# EVALUATING TEACHER & PRINCIPAL EFFECTIVENESS ON INDICATORS OF SOCIAL-EMOTIONAL LEARNING



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## INTRODUCTION

Social-emotional learning (SEL) is the deliberate attempt to help students acquire social and emotional skills, sometimes called “non-cognitive” or “soft skills.” They are usually divided into intrapersonal and interpersonal skills. Intrapersonal skills include skills such as self-control, setting goals, and the ability to manage emotions. Interpersonal skills include skills such as getting along with others or prosocial behavior.<sup>1,2</sup>

A positive school climate is one that is perceived as friendly and supportive by all. Positive school climate improves student achievement and engagement and reduces antisocial behavior.<sup>3,4,5</sup> For example, a study of over 25,000 third to sixth graders found that school climate more strongly predicted GPA than teachers’ instructional practices.<sup>6</sup> Other studies have found that fifth and sixth graders who felt emotionally supported in a positive classroom were more engaged in class and earned higher grades and test scores.<sup>7,8</sup>

The U.S. Department of Education is making social-emotional (SE) skills a top priority because they may be more important for success in school than cognitive skills. SE skills are part of the concept of “college and career ready” because so many employers value the ability to work and collaborate with others – ranking such skills as more important for workplace success



than cognitive skills. At least 16 states recently adopted preK-12 SEL standards, in addition to academic standards, up from just one state (Illinois) in 2011.<sup>9</sup> In a 2018 EdWeek Market Brief poll, nearly 90 percent of district leaders said they had invested in SEL products or planned to over the next year.<sup>10</sup> Effective SEL can also **reduce teacher stress and burnout**, which will be discussed in more detail later.

## TWO APPROACHES TO SEL

Schools take one of two directions in their work to build SEL skills. Some SEL interventions may use a combined approach.

► **Curricular (explicit instruction):** In this approach teachers or specialized staff give students didactic lessons about specific SE topics, such as how to be a good friend or how to control anger through lessons, meetings, and small group activities. *Pros: Universal support is provided for all students. Teachers focus on SEL during a specific, scheduled time period.*

► **Interactional:** In this approach, teachers modify the way they interact with students during everyday activities as they deliver the regular curriculum. (There is no “curriculum” for the students.) The focus is on building the capacity of teachers to promote the SE skills of students and create a positive climate at their school. Small changes in teacher behavior can result in big changes in student behavior. *Pros: Universal support is provided for all students. Teachers focus on promoting SEL constantly each day through the way they interact with students. Schools do not purchase a curriculum. Teachers do not need to use lesson time on explicit SEL instruction, which has a disproportionate opportunity cost for students who need more time on academic content.*<sup>11, 16</sup>



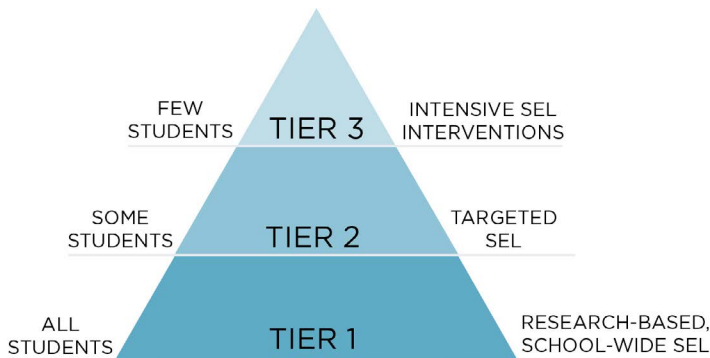
### WATCH ‘SEL 101’

Click to watch “SEL 101: What are the core competencies and key settings?” from the Collaborative for Academic, Social, and Emotional Learning (CASEL).

## HOW DOES SEL FIT WITH OTHER SUPPORTS AT SCHOOL?

SEL is part of a multi-tiered system of supports (MTSS), which refers to schools providing different levels of intervention depending on students' needs. It is often thought of as having three tiers. In Tier 1, “universal” interventions support an entire class or school. In Tier 2, a subset of students receives “targeted” additional support. In Tier 3, individual students or a very small group receive intense “individualized” intervention.

Tier 1 interventions are the foundation of a continuum of services. These universal services focus on developing the SE skills of all students and improving the overall classroom climate rather than just changing individual students whose behavior does not conform with school expectations. Mental health services and special education interventions typically occur at Tier 2 and 3. However, effective universal SEL may diminish the need for Tier 2 and 3 interventions because it may create a more caring, supportive, and inclusive school community.



### SEL MTSS TOOLKIT

Click to access a toolkit - developed by CASEL, CCSSO, and AIR - that supports state and district leaders in advancing equitable, integrated SEL and MTSS.

## CAN SEL HELP PROMOTE EQUITY IN OUR SCHOOL?

In general, we recommend that schools focus on promoting positive behaviors, rather than merely eliminating negative behavior<sup>1</sup> because research suggests

that the presence of prosocial behavior may better predict school success for high-risk students than the absence of negative behaviors.<sup>13, 14, 15</sup>

When students become more prosocial, they feel happier, are better liked by peers and teachers, learn more, and earn higher grades and test scores. In turn, the school climate improves, and teachers use less harsh disciplinary practices and experience less burnout.<sup>11, 16</sup> Reducing the amount of harsh or exclusionary discipline that disproportionately affects some groups (male, ethnic minority, low SES) of students has become a national priority.<sup>17, 18</sup>

The Aspen Institute’s “Nation at Hope” report<sup>19</sup> provides evidence that focusing on skills such as prosocial behavior contributes to equity—it benefits all students, but especially those from low-income communities or who have experienced trauma. For example, in one study, high-poverty schools narrowed the achievement gap when good instructional practices were combined with prosocial behavior during teamwork.<sup>20</sup>

## HOW MIGHT A SCHOOL SELECT A UNIVERSAL SEL PROGRAM?

There are many universal SEL programs in the education marketplace. Selecting an SEL program should be a decision made at the district level to ensure consistency among district initiatives, vocabulary, and overall expectations. Two excellent resources to review evidence-based SEL programs are:

- ▶ The [What Works Clearinghouse \(WWC\) for behavioral interventions](#) from the U.S. Department of Education
- ▶ The [Program Guide](#) from the Collaborative for Academic, Social, and Emotional Learning (CASEL)

**1** The first step in selecting a program is to note whether it addresses the grade level of your students. Although many SEL programs are designed for elementary school, research suggests they are most needed in secondary schools. Compared to elementary students, secondary students experience a dip in prosocial

behavior;<sup>16</sup> a rise in bullying;<sup>21, 22</sup> less school bonding, less interest in school, and less extracurricular engagement;<sup>23, 24</sup> and lower-quality relationships with teachers.<sup>25</sup> This is a gap that needs to be addressed.

**2** Note that SEL programs tend to be less effective or even ineffective across the final elementary years.<sup>26</sup> During this time frame, students are facing a transition to early adolescence, peer relationships are becoming increasingly important, and self-esteem, efficacy, and engagement shift downwards.<sup>27, 28</sup>

The second step is to decide what outcomes are most important for your school. For example, imagine that you are interested in creating a more prosocial and caring climate among students. Your school can select either SEL program A or B. Program A has evidence that it promotes

prosocial behavior (compassion, sharing, helping, and inclusion). Program B has evidence that it reduces office discipline referrals (ODR). Given your priorities, you would want to select program A. In contrast, if your only concern is to reduce ODRs, then you would want to select program B.

**3** The third step is to determine whether the program is research-supported or has an evidence base. A program is “research-supported” if there is a research base for the program components, but the program itself has not yet been studied. (This is the case for most SEL programs.) A program is “evidence-based” if one or more studies have been conducted on the effectiveness of the program itself. Schools should partner with researchers to participate in this process, as there is a lot of work to be done. NEE can assist with this third step.

## HOW NEE CAN HELP YOU EVALUATE THE EFFECTIVENESS OF YOUR SEL PROGRAM

NEE is a comprehensive educator evaluation system with a purpose: to grow teachers and improve schools.

The NEE system evaluates individual teachers using multiple measures that may include classroom observations, student surveys, teacher professional development plans, and units of instruction. Principals are evaluated through NEE using multiple measures that may include teacher surveys, building improvement plans, principal professional development plans, and building personnel development plans. Although data is collected on individual teachers and principals, it can be aggregated in reports available in the NEE Data Tool online system to provide a broader view of school- or district-wide performance on indicators of social-emotional learning.

Throughout this paper, we will address the process of beginning evaluation of SEL, selecting the NEE indicators to use in evaluation, and using NEE measures to evaluate the effectiveness of your SEL program.



## PREPARING TO EVALUATE TEACHER AND PRINCIPAL EFFECTIVENESS ON SEL

Before any evaluation, it is important to consider the unique needs of your local school environment. Addressing teacher well-being, conducting a needs assessment, and collecting baseline data are three important first steps to assess local needs and readiness for evaluation.

### ADDRESS TEACHER WELL-BEING

One easily overlooked aspect of SEL is the role of teacher well-being and its effect on individual classrooms. In both curricular and interactional approaches to SEL, there is little doubt that the teacher is the key to successful implementation.

Mentally and emotionally disengaged teachers are less effective, and their students often have less positivity toward the learning environment. Teachers struggling with their well-being have difficulty supporting the SE skills of students, are less likely to form and maintain close relationships with students, and are less empathetic to the SE needs of students.

There are several factors a school may address to positively affect teacher well-being. These include:

- ▶ **Work-Life Balance:** Encourage teachers to establish set times and locations for work that must be completed after school hours. Doing so allows the teacher to be fully engaged in after-hours work during the designated time and fully engaged with personal activities at other times.
- ▶ **Encourage Positive Mindset:** Encourage teachers to identify and celebrate the positives in

**Teachers struggling with their well-being have difficulty supporting the SE skills of students, are less likely to form and maintain close relationships with students, and are less empathetic to the SE needs of students.**

their daily lives and appreciate things that go well. Persistent focus on negativity can cause a spiraling effect that causes individuals to develop more negative thoughts.

- ▶ **Disconnect:** Encourage teachers to regularly disconnect from the stress that occurs in day-to-day school activities by engaging in activities not related to school. It is important for educators to separate for a time from their job responsibilities.
- ▶ **Collaborate:** Create a collaborative environment within schools to allow for collective planning for school improvement, including building climate. When teachers feel they are a part of a greater purpose, they are often motivated and encouraged that they are making a difference.

To reinforce the importance of teacher well-being, consider the following proactive action steps:

- ▶ **Create a self-care plan:** Writing down a plan increases the likelihood of following through on important self-care activities. Try the [Self-Care Give One/Get Eight](#) activity and tool available through CASEL.
- ▶ **Provide teacher well-being PD:** Check existing connections schools may have with local health care providers that can support or provide mental health services.

Districts might also consider administering a climate survey to faculty and staff. The NEE Teacher Survey, a measure of principal effectiveness, has some items that are specific to school climate. These items may yield



### READ MORE

Click to read “Teacher Stress & Burnout: The High Cost of Low Social and Emotional Development,” a policy brief from the Southern Education Foundation.

important information related to teacher perceptions of school climate. This survey is available for NEE members and is available as a separate purchase for non-member districts who are interested in this tool.

## CONDUCT A NEEDS ASSESSMENT

Whether a school is starting a new SEL initiative or considering evaluation of an existing SEL program, a needs assessment helps to establish where the school should focus its implementation and/or evaluation efforts.

To get started with a needs assessment, consider reviewing data from your NEE Student Survey. The survey, available to NEE member schools and for separate purchase by non-member schools, is a measure of teacher effectiveness from the perspective of a key stakeholder – students. It can be tailored to include indicators related to SEL. The survey can be administered to students at the beginning of an SEL evaluation and then re-administered once or twice every year to measure change in student perceptions. The NEE Student Survey will be discussed in more detail later.

Another resource to consider is the [Indicators of Schoolwide SEL: Strengths and Needs Reflection](#) from CASEL. This free checklist structures reflection on 10 indicators of schoolwide SEL. It is intended to be reviewed by a team that is representative of the school community and gives each stakeholder group a voice (e.g., school leaders, teachers, students, parents, and community members). For each indicator, the team should make a good effort to gather feedback from multiple individuals who have direct experience with the item in question. Although a survey might be used to collect data, interviews should be strongly considered as another source of information. Stories shared in interviews may identify trends and experiences that need to be addressed. If the school is considering evaluation of an existing SEL initiative, the needs assessment will determine readiness for evaluation as well as which focus indicators should be selected for evaluation.

*For professional assistance with a needs assessment, contact the University of Missouri's Assessment Resource Center at [arc@missouri.edu](mailto:arc@missouri.edu) or 573-882-4694.*

## COLLECT BASELINE DATA

Addressing teacher well-being and conducting a needs assessment will provide initial data that identify the school's strengths and areas for growth in relation to SEL. This data can be used as a benchmark for growth as evaluation continues over time.



## SELECTING NEE INDICATORS FOR SEL EVALUATION

NEE recommends schools select three to five indicators total per school year for teacher evaluation. Focusing on three to five indicators allows for more effective feedback conversations and professional growth. Schools interested in improving SEL might select one or more of the following indicators, which can be measured through classroom observations and the NEE Student Survey.

### PRIMARY NEE INDICATORS FOR TEACHER EVALUATION

#### 2.4 The teacher promotes the emotional competence of students.

This indicator is the one most closely tied to SEL. With Indicator 2.4, the evaluator looks for evidence that the teacher uses research-based strategies to promote the emotional well-being of all students and displays sensitivity to student emotions. The teacher and students are observed to be upbeat most of the time.

A highly effective teacher uses several of the identified strategies to promote the emotional competence of their students and seizes every opportunity to support students in developing their skills. Emotional explosions are dealt with constructively when they occur.

Research-based strategies include:

- ▶ Modeling good regulation of emotion.
- ▶ Coaching effective coping strategies.
- ▶ Talking about emotions as they naturally occur.
- ▶ Validating negative emotions (without accepting misbehavior).
- ▶ Helping students reinterpret negative situations in a more positive light.
- ▶ Using appropriate humor.

### **5.2b The teacher uses effective discipline that promotes self-control.**

An integral component of SEL involves supporting students in developing the skills of self-control and managing emotions. When teachers integrate forms of discipline that encourage these skills, they can improve classroom behavior while providing practice for students in using social-emotional skills. Indicator 5.2b requires the teacher to use forms of discipline that promote self-control. Some of the research-based discipline strategies include using inductive reasoning, using praise, describing how misbehavior affects others, coaching respectful negotiations between students, and teaching correct behavior. In early childhood classrooms, positive reinforcement may include positive words, hugs, high-fives, and tokens with words.

An evaluator might observe the teacher:

- ▶ Using a warm, but authoritative, tone demanding appropriate behavior.
- ▶ Consistently using positive reinforcement, redirects, and re-teaching.
- ▶ Handling distractions in a developmentally appropriate way.
- ▶ Actively supervising at the learner's level.
- ▶ Using universal expectations.
- ▶ Treating all learners fairly.

### **5.3 The teacher uses strategies that promote kindness and social competence among students in the classroom community.**

This indicator has strong connections to SEL. The teacher must be highly sensitive to the social needs of students and frequently apply research-based strategies to promote positive social interactions among students. An observer would see strong positive relationships among students. The teacher who is highly effective in this indicator uses several research-based strategies with great success and uses opportunities that arise to promote the social competence of students. Students almost always interact in positive ways and demonstrate kindness to one another. The teacher continually provides opportunities for a variety of peer interactions and engages all students with their peers. All learners are included, integrated seamlessly, and treated kindly. The teacher fully implements the districts' social skills program, teaches social and emotional regulation skills, and allows time for social problem-solving. The research-based strategies used may include:

- ▶ Advocating prosocial values.
- ▶ Praising/acknowledging kindness.
- ▶ Providing opportunities for students to help others.
- ▶ Making sure that everyone is included in activities.
- ▶ Pointing out individual's strengths to the group, and coaching friendship skills.
- ▶ Valuing diverse personalities, and coaching compromise during conflicts.

### **5.3b The teacher establishes secure teacher-student relationships.**

This indicator addresses the quality of the relationships developed by the teacher with their students, and it is shown to promote teacher performance in other non-SEL indicators, such as cognitive engagement, critical thinking, and instruction monitoring.<sup>29</sup> An evaluator will observe students demonstrating positive emotions toward the teacher. Ideally, the teacher interacts with all students in positive ways and conveys a strong, positive relationship with them. The students appear to enjoy interacting with the teacher and are eager to participate in activities with the teacher. In early childhood classrooms, teachers have a personal relationship with all learners and create an exceptionally warm and caring environment.

The strategies utilized by the teacher may include:

- ▶ Encouraging risk-taking and enjoyment of learning.
- ▶ Interacts in positive ways with students.
- ▶ Creates an inviting atmosphere for all students.
- ▶ Is sensitive and responsive to almost all students almost all of the time.

## RELATED NEE INDICATORS FOR TEACHER EVALUATION

Five additional NEE indicators contribute to SEL.

### 1.5 The teacher incorporates diverse social and cultural perspectives on content.

When students see themselves in the curriculum, content, materials, and environment of the classroom, they are more likely to feel they belong. Students who identify with the class are more vested in their success and that of their peers. A teacher who is highly effective in this area frequently and strongly examines national, regional, and ethnic contributions to the discipline, social and cultural diversity within the discipline, potential for bias in the discipline, and global perspectives of the discipline. An evaluator might observe the teacher:

- ▶ Facilitating the development of diverse social and cultural perspectives through lessons.
- ▶ Connecting diverse perspectives to a sequence of learning.
- ▶ Encouraging students to share their personal perspectives as they relate to other perspectives.
- ▶ Engaging students in strategies to determine if bias is present in representations of content.
- ▶ Assigning activities that require students to demonstrate an understanding of local and global issues related to the discipline.

### 2.2 The teacher sets and monitors student goals.

A common strategy among effective SEL programs involves reasonable goal setting so that students can achieve a specific self-regulated, behavioral target. The goal might pertain to effort management, personal goals,

or academic goals. This indicator requires the teacher to set clear goals for students and encourage students to set personal goals. Highly effective teachers have a systematic approach to student goal setting and reflection and may be observed using the following strategies:

- ▶ Developing clearly articulated goals for understanding for all students.
- ▶ Student learning is self-directed.
- ▶ Having students use the learning target and demonstration of understanding to readjust or set clear goals.
- ▶ Placing a strong emphasis on self-direction and ownership of learning.
- ▶ Goal setting by students is evident in materials or in the room (e.g., goals are specific, challenging, reasonable, and further defined by sub-goals.)

### 2.6 The teacher incorporates students' language, culture, family, and community.

There is a strong core of multiculturalism running through the five components of SEL. Self-awareness relies on an understanding of how one's culture affects an individual. Self-management requires the student to understand how differences affect emotions, motivation, and self-control. Social awareness requires the student to empathize with others, understand social norms of behavior, and respect diversity. Relationship skills are a cornerstone of SEL specifically because students must learn to communicate, work cooperatively, and successfully resolve differences with diverse individuals and groups. Responsible decision making relies on the student's ability to consider personal well-being and the perspectives of others, evaluate realistic consequences, and make safe, constructive, ethical choices. A teacher who is highly effective with this indicator can be observed:

- ▶ Employing high-quality multicultural strategies.
- ▶ Conveying sensitivity to all students.
- ▶ Drawing explicit connections during learning activities that are related to almost all students' cultures.
- ▶ Using routines and procedures that clearly indicate a trusting multicultural environment.
- ▶ Incorporating many samples from diverse cultures in the classroom environment.

- ▶ Consistently teaching and modeling multicultural respect, including socioeconomic status, for all students.
- ▶ Treating all students impartially.
- ▶ Students are observed conveying respect for others of different cultures.

### 4.3 The teacher employs cooperative learning.

SEL is strongly focused on the skills related to cooperative learning. Students must be self-aware, be able to self-manage, make responsible decisions, establish positive relationships, and operate with social awareness to cooperate with others during learning. For this reason, teachers are encouraged to utilize cooperative learning with SEL. Highly effective teachers can be observed:

- ▶ Combining flexible, independent, cooperative, and whole-class learning situations to maximize student learning.
- ▶ Providing highly organized cooperative learning opportunities.
- ▶ Moving fluidly between independent, collaborative, and whole-class learning situations.
- ▶ Fully applying all principles of effective cooperative learning (e.g., makes evaluation criteria clear, monitors and provides feedback, applies PIES [personal and group accountability, interdependence, equal participation, simultaneity]).
- ▶ Using grouping strategies to help students interact with others from different cultures and backgrounds.

### 6.2 The teacher's communications with students are sensitive to cultural, gender, intellectual, and physical differences.

It is difficult, if not impossible, to build positive relationships with students if the teacher's communications are insensitive to student differences. When the teacher's communications are sensitive to differences, the students are likely to demonstrate sensitivity in their communications. Good communication skills are essential to building relationships and working with others. Sensitivity is one requirement for developing SEL skills involving face-to-

face interactions, meaningful discussions, and reflection. Sensitivity also involves knowing when and how to express yourself, recognizing nonverbal cues, and being able to discern what's important when someone speaks. In addition, students are more likely to communicate willingly with teachers who express themselves with sensitivity. By practicing communication skills, students will get better at asking for help and expressing what they need. Over time, they will develop the skills and confidence to communicate more clearly what they have learned in class.

Teachers who are highly effective in this indicator can be observed:

- ▶ Consistently communicating with sensitivity to student diversity.
- ▶ Using many strategies very effectively in communication with students that show sensitivity to cultural, gender, intellectual, and physical differences. Strategies might include addressing the needs of ELL students, using gender-neutral language, accommodating various cultural backgrounds and physical disabilities.
- ▶ Helping students communicate respectfully for cultural, gender, intellectual, and physical differences.

There currently are no student survey items for Indicator 6.2; however, the NEE Student Survey addresses other communication indicators.

## NEE INDICATORS FOR PRINCIPAL EVALUATION

Two indicators in the NEE principal evaluation system will be of particular interest for SEL. They can be observed in building walkthroughs and measured on the NEE Teacher Survey.

### 3.1 The principal promotes a positive, caring, inclusive, and supportive school climate for students.

Highly effective principals can be observed:

- ▶ Consistently taking proactive actions to promote a positive, caring, inclusive, and supportive



school climate for students by involving the adult stakeholders within the school community.

- ▶ Modeling a positive, caring, and supportive school climate for students and establishing opportunities for staff to practice these behaviors to maintain a positive school climate and contribute to overall teacher effectiveness/student learning.
- ▶ Hosting events that allow students and staff to recognize successes and accomplishments of others.
- ▶ Fostering a school environment that contributes to positive teacher-student and student-student relationships and meets student social-emotional needs.
- ▶ Promoting a collective sense of safety and care for the physical environment of the school.
- ▶ Taking consistent corrective action when positive school climate norms are violated by students and/or staff to ensure the involved understand the cause and preventive steps of the situation.

### **3.3 The principal promotes equity and cultural inclusiveness.**

Principals who are highly effective in this area will have no instances of biased or culturally insensitive behaviors that have been reported to their supervisor or observed in person. Staff and students will comment that the principal takes quick, firm corrective action when equity

and cultural responsiveness norms are violated. In addition, the principal will be observed:

- ▶ Creating and leading events to promote positive equity and cultural responsiveness to staff and students.
- ▶ Developing and enacting a vision of schooling that truly addresses the needs of all students.
- ▶ Interacting effectively in a variety of cultural environments.
- ▶ Leading/modeling others in various forms of equity audits of teaching and assessment practices, grading practices, curricular bias, or discipline enforcement practices.
- ▶ Recognizing groups have unique culturally defined needs and taking appropriate actions to address those needs.
- ▶ Modeling action to reduce deficit-based thinking and promote strength-based thinking among staff and students.
- ▶ Consistently modeling observable actions to lead staff in performing their duties in an unbiased and culturally responsive manner.
- ▶ Inspiring teachers to develop cultural proficiency and regularly using culturally responsive practices in their classrooms.
- ▶ Using culturally competent and equitable language during their interactions with stakeholders.

# USING NEE MEASURES TO EVALUATE SEL

## TEACHER EVALUATION

The NEE teacher evaluation system includes four measures: classroom observations, student surveys, teacher professional development plans, and units of instruction. All measures are available to NEE member schools, and local districts decide which to incorporate in their teacher evaluation processes.

## CLASSROOM OBSERVATIONS

- ▶ Select three to five indicators to evaluate during classroom observations. Local schools determine which of NEE’s 27 observable indicators to evaluate as well as how many are related to SEL.
- ▶ Evaluate each teacher six to 10 times per year for 10 minutes at a time. If a full-period observation is required, you may decrease the number of walkthroughs. Prioritize walkthroughs for teachers who need additional support and guidance related to SEL.
- ▶ Classroom observations should be unannounced.
- ▶ Face-to-face feedback should be provided to each teacher after a classroom observation. Review the [NEE Guide to Effective Feedback Conversations](#) and the Four Paths to Effective Feedback handouts.
- ▶ Utilize the EdHub professional learning library to recommend resources to support teacher growth.
- ▶ Look at both individual and aggregate data in the NEE Data Tool online system. Classroom observation data is aggregated in the Indicator Trend Report, allowing school leaders to see district- and school-wide performance on indicators related to SEL. School leaders may also select a specific teacher or a subset of teachers to review trends over time.

## NEE STUDENT SURVEY

The NEE Student Survey is a student perception survey that is one measure of teacher effectiveness. In research, students in fourth grade and above are shown capable of differentiating NEE indicators.<sup>30</sup> When used as part of the full NEE evaluation system, the survey feeds

into a teacher’s summative evaluation. The survey is also available for stand-alone purchase.

- ▶ Select three to five indicators to evaluate on the NEE Student Survey. Typically, the indicators used on the survey are the same as used in classroom observations. When focusing on three to five indicators, the survey takes less than 20 minutes for students to complete. Adding more than five indicators to the survey may result in survey fatigue.
- ▶ Since SEL programs can improve the social-emotional and academic outcomes of students in both the short-term and long-term (six months to years<sup>31</sup>), the NEE Student Survey can be administered at a regular frequency, i.e., once or twice per school year.
- ▶ When getting started with SEL evaluation, you may administer the NEE Student Survey toward the beginning of the school year to collect baseline data and then again later in the school year. In subsequent years, schools typically administer the survey in November and February, or only in February.
- ▶ The NEE Student Survey can be administered to students in Grades 4-12. Secondary schools are more likely to administer the survey twice per year because of teacher changes at semester.
- ▶ The Student Survey Summary Report provides aggregate data that allows school leaders to review district- and school-wide student perceptions on indicators related to SEL.



## TEACHER PROFESSIONAL DEVELOPMENT PLANS (TPDP)

- ▶ Teachers should select only one goal for NEE'S TPDP, and that goal may align with the school's SEL initiative.
- ▶ School leaders should support goal fulfillment by offering adequate opportunities to expand knowledge, skills, and resources related to SEL as well as opportunities for teachers to collaborate on SEL strategies.
- ▶ Teachers can utilize the NEE Learning Organizer, in conjunction with the TPDP, to track professional learning activities and reflect on the effect of new SEL strategies.
- ▶ The TPDP allows for measurement of NEE Standard 8 and NEE Standard 9, which are related to professional practices and professional collaborations. These standards may address the willingness of the teacher to participate and collaborate in professional learning opportunities related to SEL. In addition, on Indicator 9.3 (The teacher cooperates in partnerships to support student learning), teachers might consider student learning in terms of data related to SEL.

## UNITS OF INSTRUCTION (UOI)

The NEE UOI is structured as an opportunity for teachers to show how they turn curriculum into instruction that promotes student growth. As an evaluation measure, the UOI allows leaders to assess the instructional planning and decision making of a teacher, as well as provides for documentation of student growth.

- ▶ Element 2, Element 3, and Element 4 may incorporate essential/guiding questions and objectives that are focused on SEL.
- ▶ Element 6, which focuses on research-based strategies, may include some that are recommended for the SEL-related indicators utilized by the school.

## PRINCIPAL EVALUATION

The NEE principal evaluation system includes four measures: teacher surveys, building improvement plans, principal professional development plans, and building



personnel development plans. All measures are available to NEE member schools, and local districts decide which to incorporate in their principal evaluation processes.

## NEE TEACHER SURVEY

The NEE Teacher Survey includes 47 items, some of which are related to school climate. Teacher input is anonymous. When used as part of the full NEE evaluation system, the survey feeds into a principal's summative evaluation. The survey is also available for stand-alone purchase.

- ▶ It is critical to reassure teachers that their responses are strictly anonymous to schools and districts. This helps to encourage teacher participation, eliminate biases in responses, and improve the validity of the measures.
- ▶ The NEE Teacher Survey can be administered at the beginning of the SEL initiative to collect baseline data. It can then be administered annually to measure changes in teacher perceptions. If more frequent administration is desired, districts may consider creating a survey related to the SEL items and administering the condensed survey outside the NEE Data Tool.
- ▶ All 47 items are presented to teachers on the NEE Teacher Survey. Of particular interest for SEL will be items related to Leader Indicator 3.1 and Leader Indicator 3.3.
- ▶ The Teacher Survey Summary Report provides aggregate data that allows district leaders to review district- and school-wide teacher perceptions on indicators related to school climate.

## ADDITIONAL PRINCIPAL EVALUATION COMPONENTS

### ► **Building Improvement Plan (BIP) Organizer:**

If a goal of the school is related to SEL, principals will document their goal development process and goal progress in the BIP Organizer.

► **Principal Professional Development Plan (PPDP):** Principals should select one professional goal each year, and that goal may relate to SEL. District leaders should support goal fulfillment by offering adequate opportunities to expand SEL knowledge, skills, and resources.

### ► **Building Personnel Development (BPD) Plan:**

The BPD Organizer documents the work of the principal in supporting the professional improvement of specific teachers. Principals may consider working with a select group of teachers on a SEL initiative as part of the BPD. Although not always the case, teachers who participate in the BPD may need more direct support and guidance to implement SEL effectively.

► **Building Walkthroughs:** District administrators might also consider conducting informal building walkthroughs to collect information about SEL progress. In building walkthroughs, district administrators should pay particular attention to observations related to Leader Indicator 3.1 and Leader Indicator 3.3.

## REMEMBER THE PURPOSE: FEEDBACK TO PROMOTE GROWTH

Effective evaluation is the key to helping a leader know which systems and practices the faculty and staff are learning and implementing, and which may need to be clarified or taught further. Effective evaluation requires multiple measures and data points to understand and uncover discrepancies, strengths, and shortfalls. Evaluation is necessary to build an optimal school culture.

NEE is designed to promote professional growth and development. We believe frequent and robust evaluation measures provide data that lead to frequent, focused conversations that foster growth. Research shows that teachers in NEE member districts have better professional growth when principals provide high-quality feedback, as defined and measured by the NEE Teacher Survey.<sup>32</sup> Evaluation is for conversation, coaching, and professional development. Current times make the urgency for coaching even greater. Teachers are being asked to do more, alter the classroom practices they have established, and develop new skills to meet the challenges of SEL. NEE evaluation measures and feedback conversations provide clarity, guidance, and mental and emotional support. The following guidelines will help to build a more constructive, supportive environment for evaluations.

► **Consider your strategy.** Before you evaluate any practice or system, consider your strategy. How do you plan to use the evaluation data you collect? Develop a shared understanding of the indicators and observation process so teachers know what is expected and how their work will be measured.

► **Evaluate to drive conversations.** Collect data to guide conversations. If data is collected but not used to inform conversations and future learning, then it does not do much good to collect it.

► **Tailor feedback to elicit growth.** Refer to the [NEE Guide to Effective Feedback Conversations](#) and the Four Paths to Effective Feedback to ensure the feedback you provide results in the growth you desire.



### CONTACT US

Contact NEE for additional guidance and support, or to learn more about NEE's comprehensive evaluation services.

**844-793-4357**

[nee@missouri.edu](mailto:nee@missouri.edu)

[www.NEEAdvantage.com](http://www.NEEAdvantage.com)

# NEE DATA TOOL REPORTING FEATURES

The NEE Data Tool online system provides robust reporting features that can assist schools in focusing on SEL skills. Within the NEE Data Tool, aggregate reports are available that provide a schoolwide understanding of indicators and components of SEL to help inform the decision-making process.

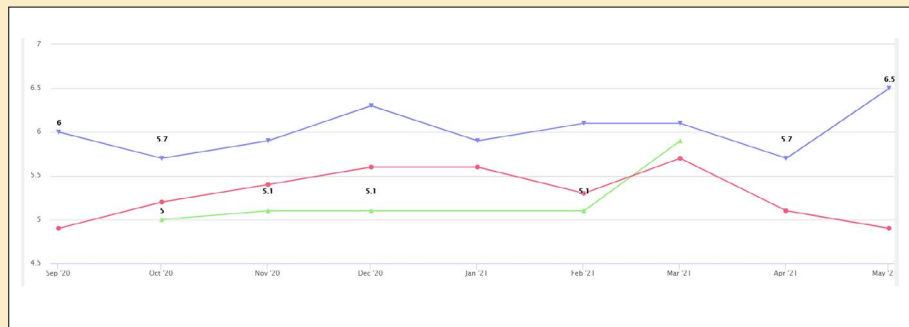
## INDICATOR TREND REPORT

The Indicator Trend Report provides a look at specific indicators across faculty and allows an administrator to drill down to a specific group of teachers or a specific individual. For SEL purposes, you would select the indicators you have chosen to evaluate for SEL, then select the entire school or grade level/department area clusters of faculty to pinpoint how effectively the SEL indicators are being implemented in practice.

Data from previous school years can be displayed by clicking the "Previous Year" button. This may be helpful if there is an indicator within your SEL evaluation package that you have used in previous years.

## STUDENT SURVEY SUMMARY REPORT

The Student Survey Summary Report is available to individuals with the District access level to see data for the whole district. Individuals with the Building access levels see data for their building. On this report, school leaders will see the indicators used on the NEE Student



Indicator Trend Report example.

Indicator	Mean (Scale 0-3)	Mean Number of Respondents	Number of Teachers
"Indicator 1.1 - The teacher demonstrates content knowledge through the use of academic and disciplinary language and facilitates students' accurate use of academic and disciplinary language."	2.1		
"Indicator 1.2 - The teacher cognitively engages students in the content."	2.1		
"Indicator 1.3 - The teacher uses disciplinary research and inquiry methodologies, and teaches the tools of inquiry used in the content area."	2.0		
"Indicator 1.5 - The teacher incorporates diverse social and cultural perspectives on content."	1.8		
"Indicator 2.1 - The teacher supports cognitive development of all students."	2.2		
"Indicator 4.1 - The teacher uses instructional strategies that lead students to problem-solving and critical thinking."	2.1		
"Indicator 5.1 - The teacher uses motivation strategies that affectively engage students."	2.1		
"Indicator 5.2b - The teacher uses effective discipline that promotes self-control."	2.1		
"Indicator 5.3b - The teacher establishes secure teacher-student relationships."	2.2		
"Indicator 6.3 - The teacher supports effective student expression and communication in speaking, writing, and other media."	1.7		
"Indicator 7.4 - The teacher monitors the effect of instruction on the whole class and individual learning."	2.2		

Student Survey Summary Report example. Some data has been removed to preserve anonymity. Note: The Teacher Survey Summary Report is similar to this report, with data related to the teacher survey.

Surveys completed in the district or building along with the mean score, mean number of respondents, and total number of teachers for whom a student survey has been completed.

This information will be valuable for the SEL evaluation package as it will provide student perceptions of how SEL indicators are being implemented.

## TEACHER SURVEY SUMMARY REPORT

The Teacher Survey Summary Report is available to individuals with the District access level to

see data for the whole district. Individuals with Building Lead access level can see data for their building. On this report, school leaders will see the indicators included on the NEE Teacher Surveys along with the mean score, mean number of respondents, and total number of principals for whom a teacher survey has been completed.

If you selected some SEL indicators within your evaluation package related to leadership, this report will provide teacher perceptions on how leaders are implementing those indicators.

## ADDITIONAL SUPPORT

The Assessment Resource Center at the University of Missouri can assist with efforts to collect baseline data such as administering school climate surveys and conducting needs assessments. Contact [arc@missouri.edu](mailto:arc@missouri.edu) or 573-882-4694.

## ACKNOWLEDGMENTS

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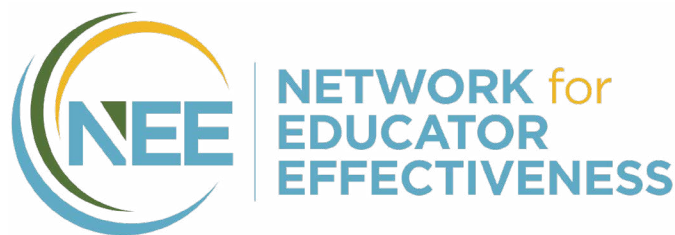
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