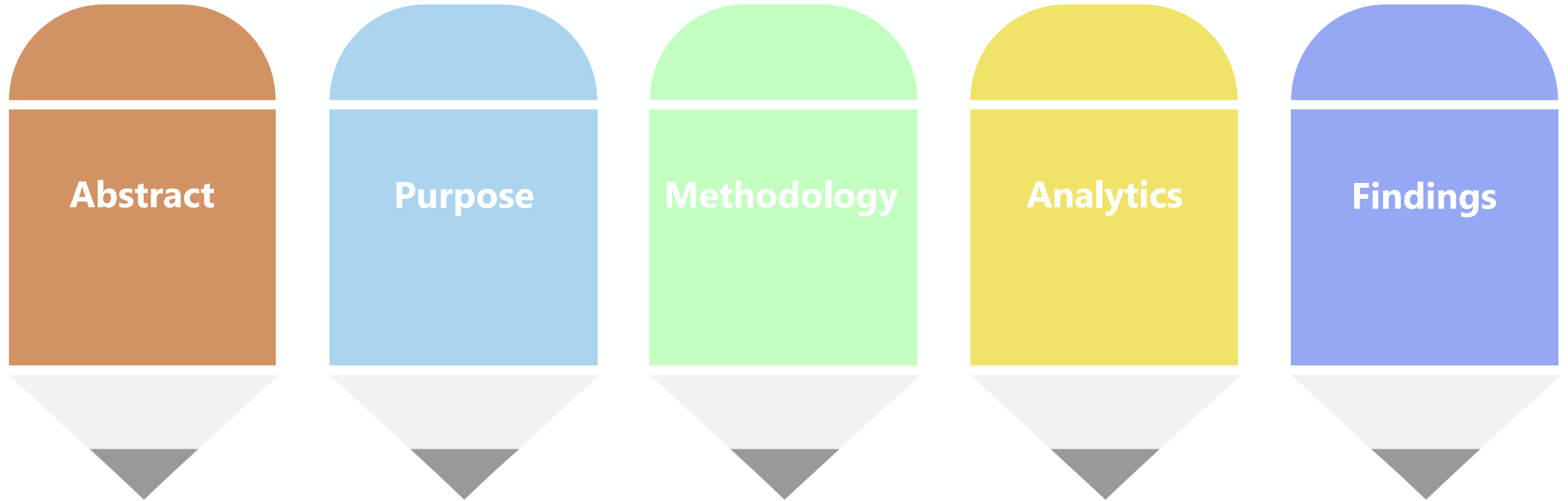


# Teachers' Exposure to a Social Emotional Learning Assessment to Facilitate Social Emotional Competency & Classroom Management



Mitch Schneider  
The Chicago School of Professional Psychology

# Teachers' Exposure to Social Emotional Learning Assessment to Facilitate Classroom Management & Social Emotional Competency Development

Mitch Schneider

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## Abstract

Social-emotional learning (SEL) is a critical factor in providing a conducive learning environment for both students and teachers. Despite state mandates, federal funding, and SEL curricula, elementary school teachers experience challenges with understanding, implementing, integrating, and assessing SEL. Therefore, this action research study seeks to measure the impact of using an SEL diagnostic instrument, the Social-emotional learning digital diagnostic assessment (SELDDA), on teachers' social-emotional competencies (SEC), especially self and social awareness, thereby measuring changes in their (a) comfort with SEL, (b) attitude towards SEL, and (c) behavior toward the class. The data sources will include a teacher version of the SELDDA assessment and a post-SELDDA Likert survey, both conducted as a pre-test and a post-test, before and after a 3-month interval. Primary and secondary literature sources will be used to collect data on what other researchers have done on the same topic. It is expected that the outcomes of this research will be a very important resource for future researchers and social organizations working on SEL and its assessments and effective teaching methods.

## Purpose of Action Research

The main purpose of this action research study is to measure the impact of using SELDDA on teachers' SEC, especially self-awareness and social-awareness, and thereby their change in (a) comfort with SEL, (b) attitude toward SEL, and (c) behavior in the classroom. SELDDA is a digital SEL assessment tool that measures an individual's SEC using 18 characteristics following a modified and expanded Collaborative for Academic, Social, and Emotional Learning (CASEL) SEL model (Strut Learning, n.d.). From the awareness and use of an SEL diagnostic assessment tool, teachers may gain a greater understanding of SEL, SEL assessments, and practical ways to connect with their students in a more emotionally intelligent manner. This process may also lead to increased SEL engagement: SELDDA use for students, SEL program implementation, and SEL-related culture development.

## Materials and Methods

### Methodology

This action research will start with a thorough literature review, which will contextualize and guide the proposed study. It will also help to ensure the area being researched is either replicated effectively or in a novel manner. The research will take a more holistic approach to understand the impact of SEL diagnostic assessments on teachers' attitudes and comfort with SEL and classroom management/student interaction. As such, several research tools will be used to conduct the research: a research journal will be kept by the researcher to record direct observations; documents will be collected from the schools where the study will take place; the SELDDA instrument; and a survey. These instruments will be used as a pre-test and post-test measurement. For this study, a quasi-experimental approach will be followed as subjects will not be randomized.

### Data Collection Process

During the pre-test, data will be collected via observation and noted in a journal by the researcher. The required data will also be collected via the SELDDA instrument. In addition, necessary data will be collected via a survey assessing the comfort and attitude of teachers toward SEL and their understanding of classroom management. Similarly, during the post-test, data will be collected via observation and noted in a journal by the researcher. Additional data will be collected via a survey that will assess the comfort and attitude of teachers toward SEL and their understanding regarding efficient classroom management.

### Data Sources

The primary data sources will be the SELDDA instrument, the survey after SELDDA, and the researcher's observation journal. The data will be collected during a pre-test and post-test phase. Additionally, primary and secondary literature sources will be used to collect data on what other researchers have done on the same topic.

## Action Research Conceptual Model

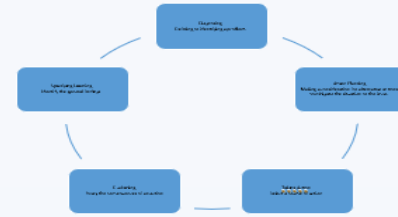


Figure 1. Action Research Conceptual Model (Susman, 1983).

## Data Analytics

In this action research study, traditional quantitative and qualitative approaches will be used. The traditional approach for quantitative data analytics will start after all the data has been collected, while the qualitative analytics will start during data collection. The quantitative data will be analyzed using inferential and descriptive statistics. For most action research, descriptive statistics are enough (Mertler, 2009); however, this research will also be compared to different elementary schools; thus, an analysis of variance (ANOVA) will be used for inferential statistics. For both descriptive and inferential statistics, IBM's SPSS will be utilized for data analysis and presentation in the form of tables and graphs. The qualitative data will be analyzed using an inductive process where the researcher will examine all the data for similarity and patterns.

## Utilization of the Findings

The findings from the action research can be used to promote the use of SEL assessments as a vehicle to foster teacher attitude, comfort, and use of SEL assessments and to assist with classroom management. They can also be used to make SELDDA a more effective universal SEL assessment and to better align it with specific SEL programs. In the classroom, it can help teachers better understand their SEC and the relationship of their SEC with SEL programs, classroom management, and student relationships. Together, SEL assessments can be an additional tool to increase student academic scores and SEC.

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# Key Terms



Social-emotional learning (SEL) is the process of developing emotional intelligence.



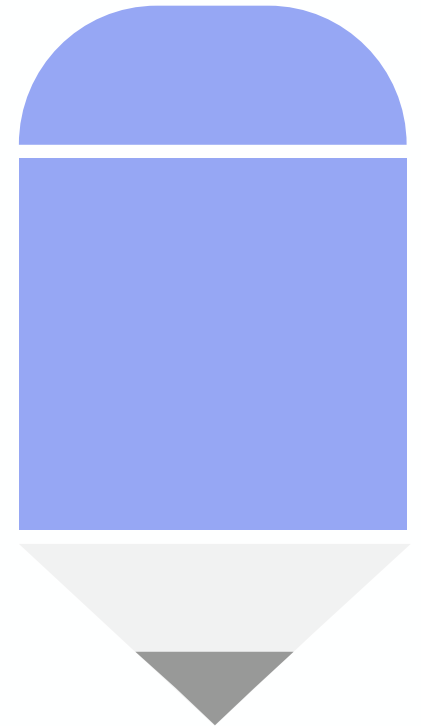
Social-emotional competencies (SEC) are the components that comprise social emotional learning.



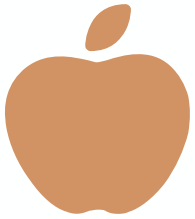
The Collaborative for Academic, Social and Emotional Learning (CASEL) is the leading research organization in the area of SEL.



The Social-emotional learning digital diagnostic assessment (SELDDA) is an SEL assessment instrument.



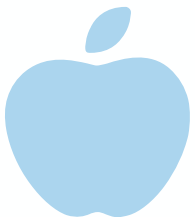
# Abstract



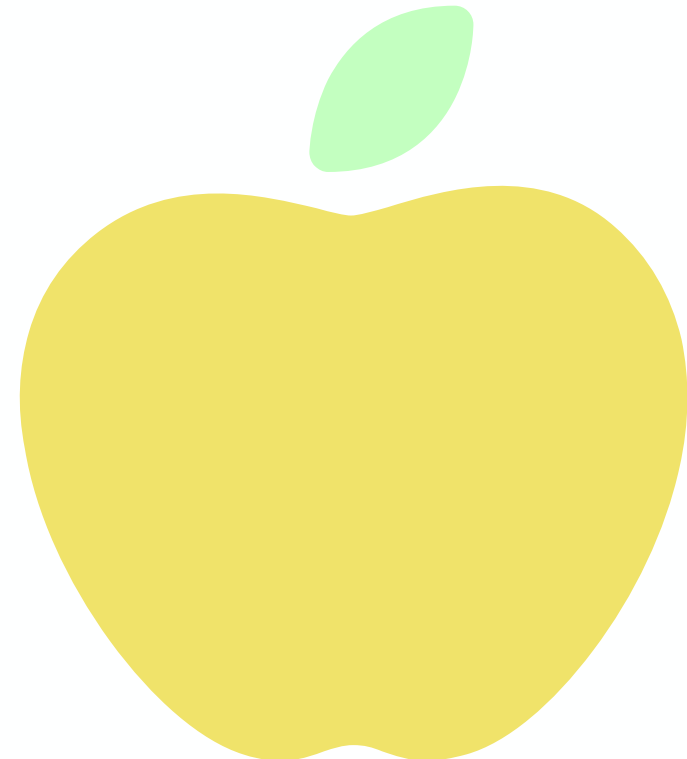
Social-emotional learning (SEL) is a critical factor in providing a conducive learning environment for both students and teachers.



Despite state mandates, federal funding, and SEL curricula, elementary school teachers experience challenges with understanding, implementing, integrating, and assessing SEL.



The data sources will include a teacher version of the SELDDA assessment and a post-SELDDA Likert survey, both conducted as a pre-test and a post-test, before and after a 3-month interval.

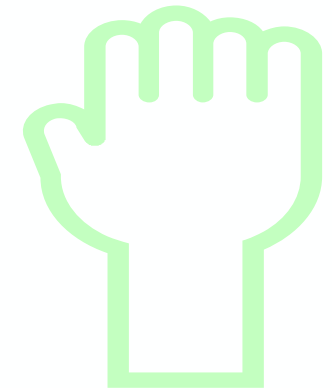
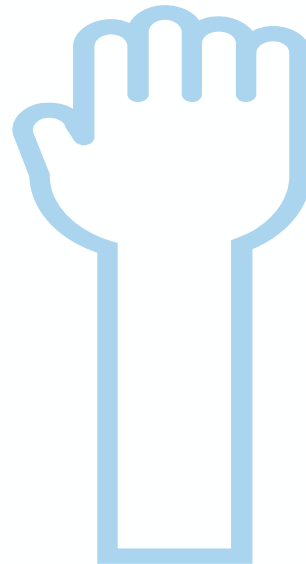
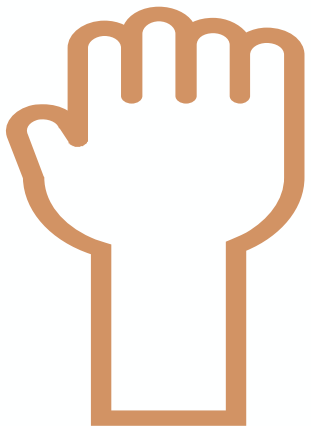


# Introduction

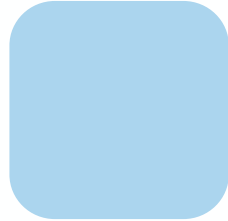
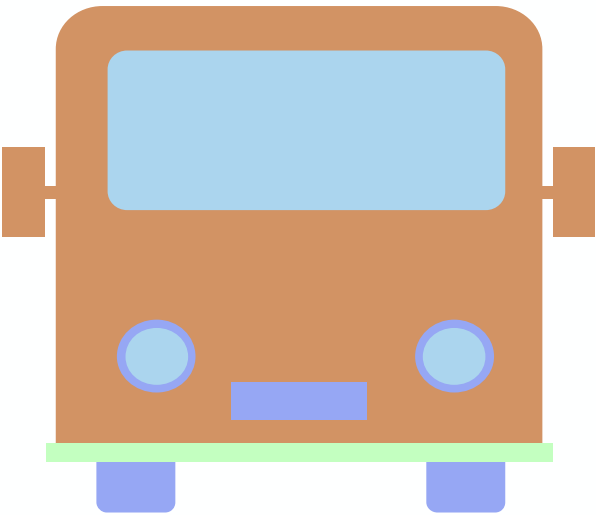
SELDDA has been suggested to have an impact on the social-emotional competencies of teachers (Strut Learning, n.d.).

Social-Emotional Learning (SEL) is a critical factor to consider in providing a conducive learning environment for both students and teachers (Jennings & Greenberg, 2009).

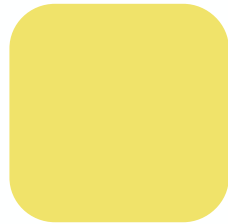
Utilizing of an SEL diagnostic assessment may create a positive attitude towards SEL (Esen-Aygun & Sahin-Taskin, 2017).



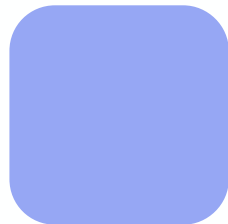
# Purpose of Action Research



To measure the impact of using SELDDA on teachers' SEC.

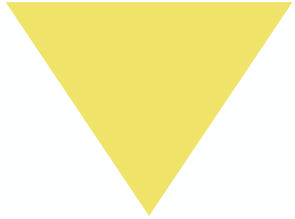


From the awareness and use of an SEL diagnostic assessment tool, teachers may gain a greater understanding of SEL and how to apply it in the classroom.

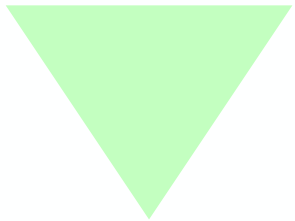


Use of an assessment tool may lead to increased SEL engagement, knowledge, and skills development.

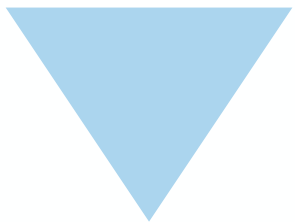
# Research Questions



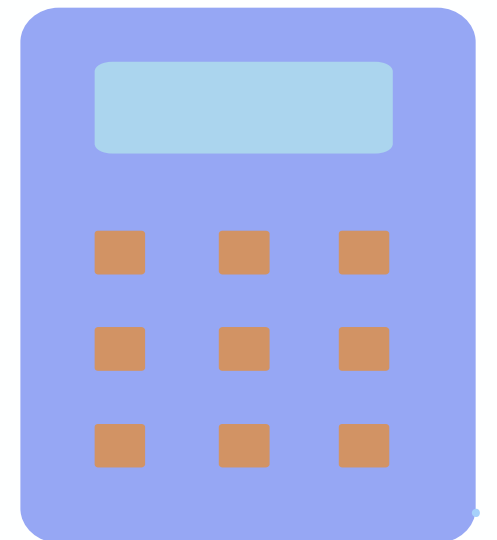
What is the impact of the SEL diagnostic assessment (pre-test and post-test) on the teacher's attitude toward SEL?



What is the impact of the SEL diagnostic assessment (pre-test and post-test) on the teacher's social-emotional competency level?



What is the impact of the SEL diagnostic assessment (pre-test and post-test) on classroom management/student interaction?



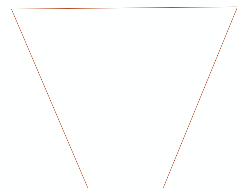
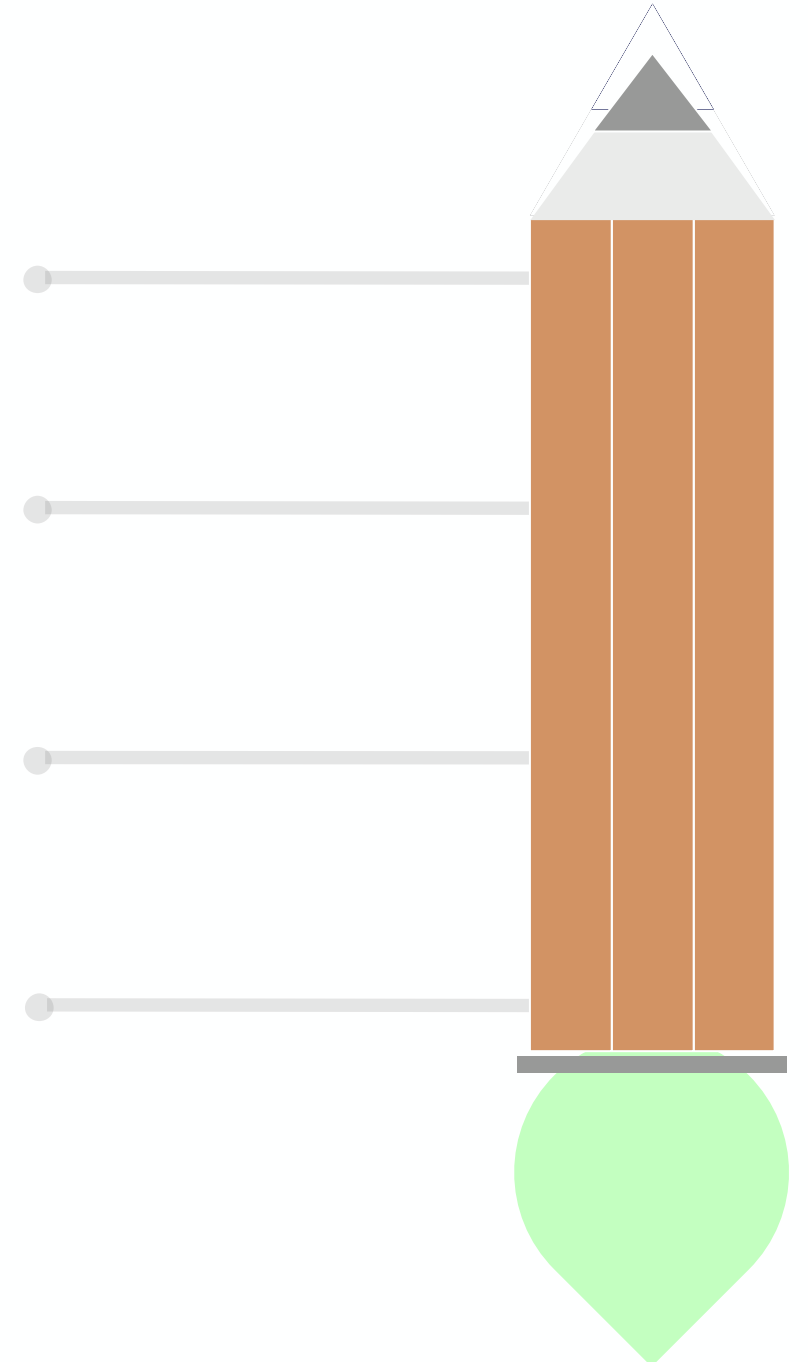
# Literature Review

SEL is an educational process where a person develops emotional intelligence (Sharma & Anand, 2017).

SEC is the ability to manage emotions, motivations, relationships, and decision making (Serrat, 2017).

Emotional intelligence is an antecedent to resilience, strongly associated with individual success, and improved performance in an organization (Dolev & Leshem, 2017).

Teachers who do not have training in SEL are less socially and emotionally aware (Talvio, Berg, Litmanen, & Lonka, 2016).





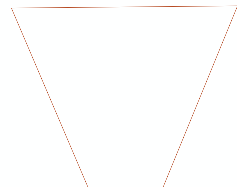
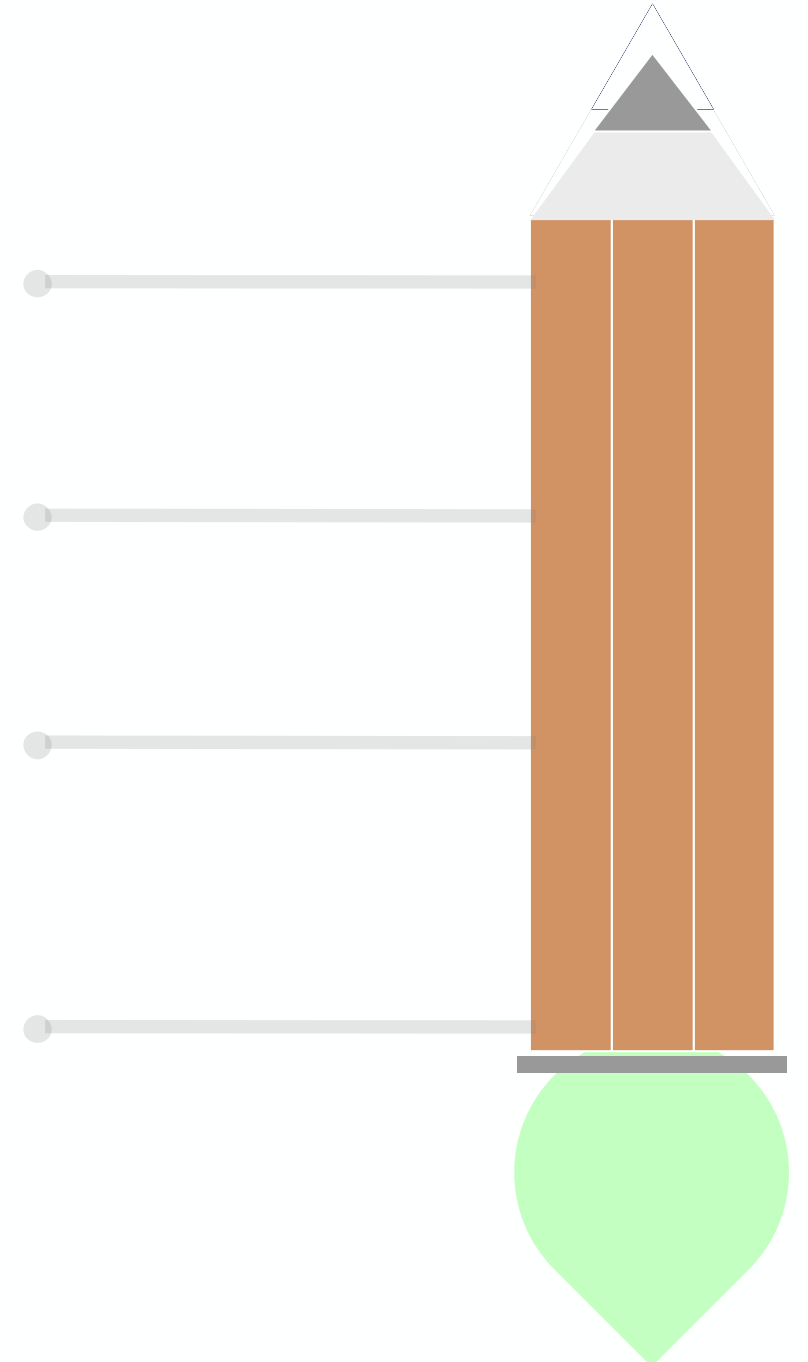
# Literature Review cont.

SEC also reduces teachers' burnout, supports stress reduction, and allows teachers to be more mindful when teaching (Sibley et al., 2017).

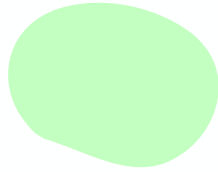
Teacher attitudes and comfort are significant factors in the efficacy of program delivery (Schonert-Reichl, 2017).

SEL can improve a teacher's academic and emotional competencies and enhance social and career success (Schonert-Reichl, 2017).

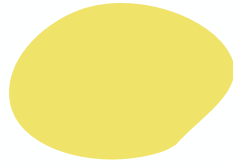
Teachers with higher SEL can better direct the emotions and behaviors of students (Rief, 2015).



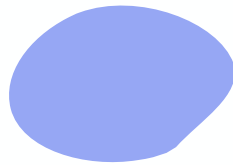
# Research Location & Participation



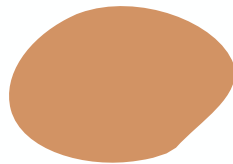
The research will be undertaken within Chicago Public Schools.



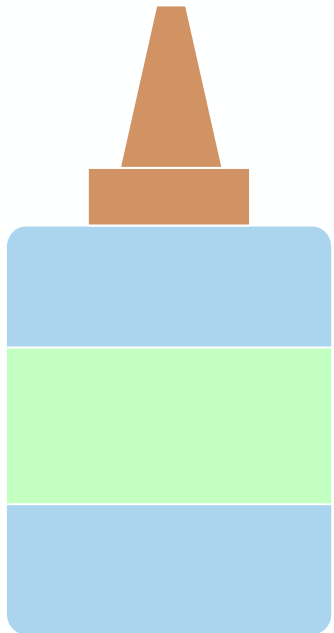
It will take place in six 4<sup>th</sup> grade elementary classrooms with one teacher per classroom / 6 teachers.



It will take place over three months: September, October, and November 2020.

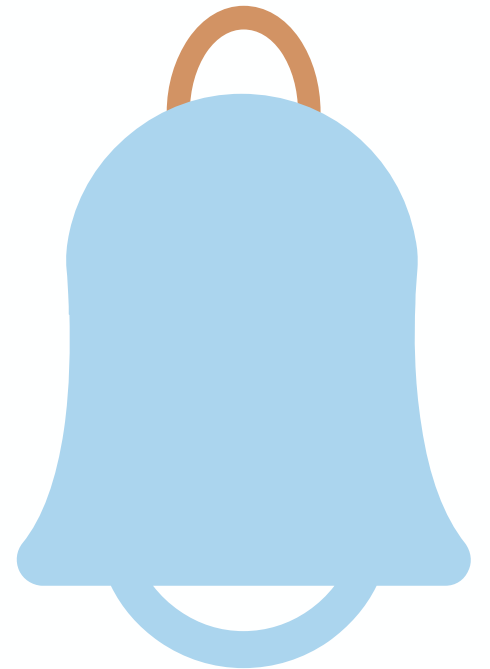


All research approvals will be sought, all consent forms collected, and all participation entirely voluntary with the option to exit.

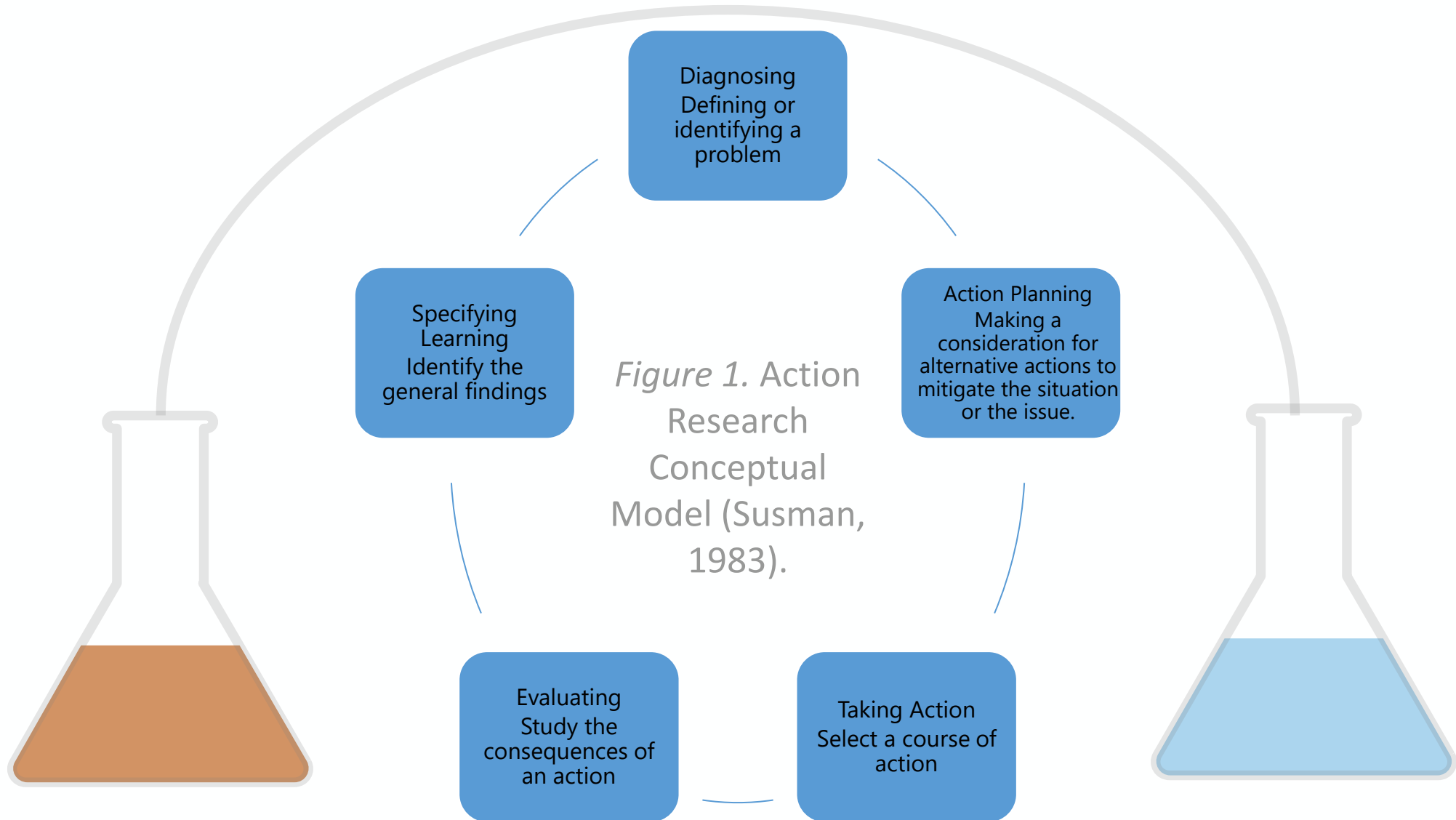


# Methodology

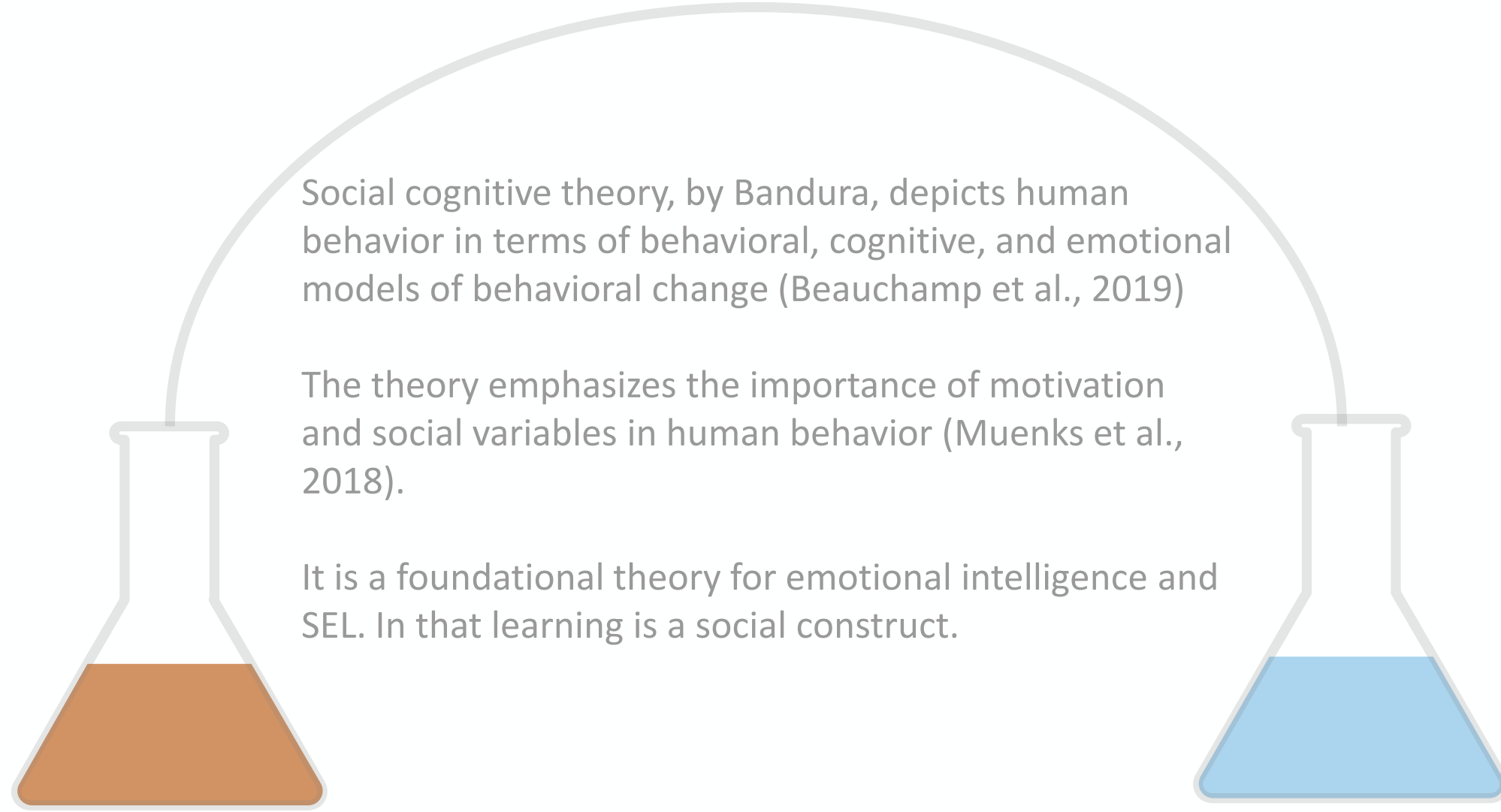
- ▶ A quasi-experimental (mixed- method) approach will be engaged.
- ▶ A research journal will be kept by the researcher to record direct observations.
- ▶ The SELDDA instrument; and a survey will be used to collect the data.
- ▶ These instruments will be used as a pre-test and post-test measurement.



# Action Research Framework



# Theoretical Framework: Social Cognitive Theory

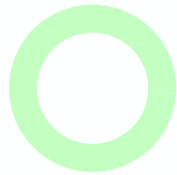


Social cognitive theory, by Bandura, depicts human behavior in terms of behavioral, cognitive, and emotional models of behavioral change (Beauchamp et al., 2019)

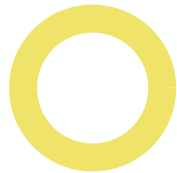
The theory emphasizes the importance of motivation and social variables in human behavior (Muenks et al., 2018).

It is a foundational theory for emotional intelligence and SEL. In that learning is a social construct.

# Data Collection Process



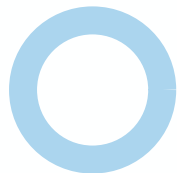
Quantitative data will be collected via SELDDA and survey.



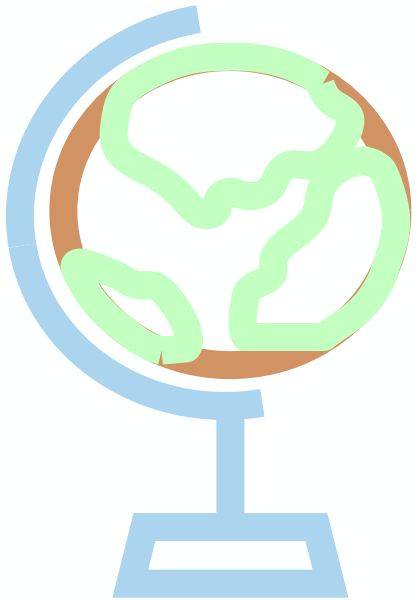
Qualitative data will also be collected via the survey and researcher journal.



After 3 month a second phase of SELDDA and survey will be conducted.



Together they will provide information related to teacher SEC, and comfort and attitude of SEL and of classroom management.



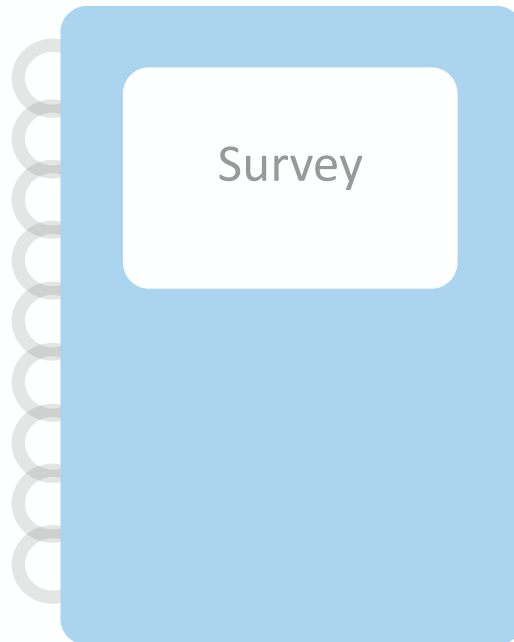
# Data Sources

Data sources:

- SELDDA instrument
- Survey
- Researcher's journal



The data will be collected during a pre-test and post-test phase.



Primary and secondary literature sources.



# Data Analytics



The quantitative data will be analyzed using inferential and descriptive statistics.



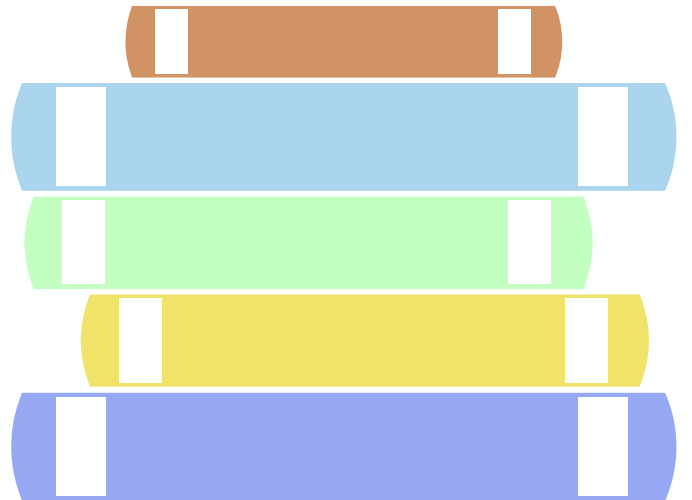
Analysis of variance (ANOVA) will be used for inferential statistics.



IBM's SPSS will be utilized for data analysis and presentation in the form of tables and graphs.

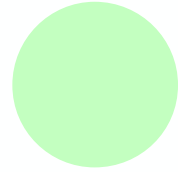
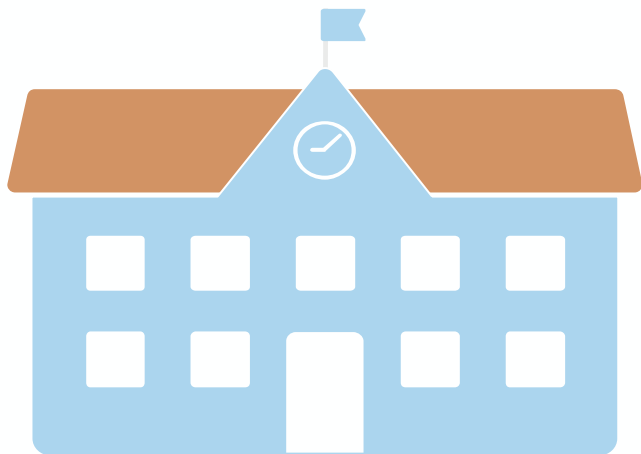


Qualitative data will be analyzed using an inductive process.

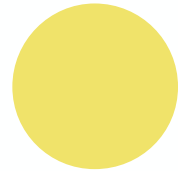




# Utilization of Finding



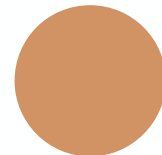
Findings can be used to promote the use of SEL assessments as a vehicle to foster teacher attitude, comfort, and use of SEL assessments and to assist with classroom management.



Can also be used to make SELDDA a more effective universal SEL assessment and to better align it with specific SEL programs.



It can help teachers better understand their SEC and the relationship of their SEC with SEL programs, classroom management, and student relationships.



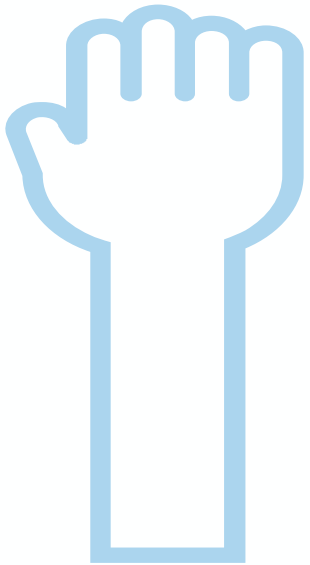
SEL assessments can be an additional tool to increase student academic scores and SEC.

Future Research: Impact of SEL assessments on students, adding to the field of educational psychology of technology

Teachers' Exposure to a Social Emotional Learning Assessment to Facilitate  
Social Emotional Competency & Classroom Management

**Thank You**

**Questions & Answers**



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