YOU MAY BE TEACHING SEL, BUT ARE YOU ASSESSING IT?

SHAPE America
South Dakota
Summer 2019
Mary Connolly

Author of Skills-Based Health Education, 2nd edition

Program Chair, Skills-Based Health/Social Emotional Learning, Cambridge College

Chair, SHAPE America-SEL committee
Agenda

- National Health Education Standards
- Collaborative for Social and Emotional Learning (CASEL) competencies and sub-competencies
- Aligning SEL to NHES
- Assessing Competencies/Sub-competencies
- Using backward design to plan authentic assessment and engaging, relevant instruction.
- Practice
National Health Education Standards

• Standard 1 – Content (Pair with a skills standard)
• Standard 2 – Analyzing influences
• Standard 3 – Accessing valid information, products, and services.
• Standard 4 – Interpersonal communication
• Standard 5 – Decision making
• Standard 6 – Goal setting
• Standard 7 – Practicing healthy behaviors
• Standard 8 - Advocacy
Social Emotional Learning

According to the Collaborative for Academic, Social, & Academic Learning (CASEL), social emotional learning involves a coordinated classroom, schoolwide, family, and community practices that help students develop the following skills:
The Perfect Pairing!!

**Standard 2** Analyzing Influences

**Standard 3** Accessing Information

**Standard 4** Interpersonal Communication

**Standard 5** Decision Making

**Standard 6** Goal Setting

**Standard 7** Practicing Healthy Behaviors

**Standard 8** Advocacy
Assessing SEL competencies/Sub-competencies
Assessment

Self-Awareness

The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Assessment Suggestions

- Elementary students circle faces that show feelings that look like their own. (Transforming Education)
- Complete an entrance ticket that indicates how they are feeling. (Transforming Education)
- Students place their heads on their desk, close their eyes, and raise their fingers based on how they are feeling. 5 fingers up means they feel great; 1 finger not feeling well. (Danielle LaRocque)
- Students complete the Self-Awareness Worksheet for Kids. (www.understood.org)
- Students demonstrate Mindfulness (www.understood.org)
- Students reflect on their increase in confidence and efficacy before and after learning, practicing, and using a skill.
Assessment

Social-Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

Assessment Suggestions

- Role play situations where students demonstrate empathy, perspective-taking, empathy, appreciating diversity, and respect for others. (Transforming Education)
- Provide a forum where students debate an issue and argue a different perspective than their own.
- Challenge students to produce school activities that demonstrate that they appreciate diversity.
- Brainstorm different ways to show respect for others then design and deliver public service announcements or mini-posters to hang around the school.
Assessment

Responsible Decision Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the wellbeing of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Assessment Suggestions

- Students demonstrate the decision-making steps of the National Health Education Standards.
- Students demonstrate the decision-making steps of the DECIDE model.

Note: Because this competency and the NHES standards are the same, they are assessed together.
Assessment

**Self-Management**

The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organizational skills

**Assessment Suggestions**

- Complete a reflection that measures how a student controlled his/her impulses.
- Demonstrate various stress management strategies.
- Write a story or draw a picture about how the student demonstrated self-discipline.
- Design public service announcements or mini-posters describing how to be self-motivated.
- Demonstrate using the NHES goal setting performance indicators or the SMART model to set a goal.
- While preparing for the authentic assessment, design an organizational plan to complete the work.
Assessment

Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship building
- Teamwork

Assessment Suggestions

- Role play communication skills and assess with a rubric or check list.
- Role play situations that demonstrate how to socially engage peers, resist negative peer pressure, negotiate conflict and seek help, when needed.
- Role play a recess scenario that demonstrates healthy social engagement.
- Write a story that demonstrates how to build positive relationships with peers and adults.
- Design a check list that provides criteria for how to work as a member of a steam. Use the check list when students are working in groups.
Youth Risk Behavior Data

Infuse performance indicators

Align SEL competency/Sub-competency

Assessment

Instruction

Backwards Design Unit Plan

Planning for Skills-Based Health/SEL Education is different.....
Accessing and Interpreting Data
Did not eat breakfast on all 7 days prior to the survey.

### Middle School YRBS
- **Total:** 54.9%
- **Female:** 61.5%
- **Male:** 48.4%

### High School-YRBS
- **Total:** 64.7%
- **Female:** 69%
- **Male:** 60%


Standard 1: PI: 1.8.1 Analyze the relationship between healthy behaviors, such as eating breakfast and healthy snacks, and personal health.

SEL alignment: Self-Awareness-Accurate self-perception

Assessment: Use a graphic organizer to analyze three effects of eating breakfast and three effects of healthy snacks on personal health.

SEL assessment: Self-Awareness-Accurate Self-Perception

Instruction:
1. How to analyze
2. Effect of eating breakfast and eating healthy snacks on personal health.
3. What is self-perception? Why is it important to have an accurate self-perception?
4. Effect of eating breakfast and healthy snacks on having an accurate self-perception.
Use backward design to plan a skills-based unit – Content

Standard 6: PI: 6.8.1-Assess personal health practices; 6.8.2-Develop a goal to adopt, maintain, or improve a personal health practice; 6.8.3-Apply strategies and skills needed to attain a personal health goal; 6.8.4-Describe how personal health goals vary with changing abilities, priorities, and responsibilities. SEL: Self-Management-Goal Setting.

Assessment: Use a graphic organizer with the steps of goal setting to set a goal to eat breakfast and healthy snacks for one week. Reflect on the results.

SEL assessment: Same as the skill of goal setting.

Instruction:
1. Model the steps of goal setting.
2. Provide a practice prompt to practice the steps of goal setting.
3. What is self-management? Why is goal setting a part of SEL competency-self-management?
Designing a Unit Plan
**Worksheet 8.18**  
**Designing a Grades 9–12 Unit Plan**

**Directions:** Using the template, design a unit plan for grades 9–12 and a unit lesson outline.

1. **State the risk factor data that are the foundation of the unit.** *(Examine local, state, and CDC data and then select the data for the unit.)*

2. **Which state standard(s) does the unit address?**

3. **Which Common Core Standards does the unit address?**

4. **Skill competencies (Select skills/performance indicators from the grade span that may reduce the risk factor data.)**  
   *Integrate the SEL competencies with the content and skills.*
   
   You may choose more than one performance indicator but for each one, plan the assessment and instruction.  
   Note: If you select Standard 5, Decision Making: SEL—responsible decision making, or Standard 6, Goal Setting: SEL—self-management—goal setting, use all the performance indicators.

   - Infused performance indicator
   - SEL competency
   - Assessment
   - Instruction

5. **Content (Select a Standard 1 performance indicator from the appropriate grade span that may reduce the risk factor.)**

   - Infused performance indicator
   - Assessment
   - Instruction

6. **Curricula connections**
7. Performance task
   Prompt:

   Challenge:

8. Rubric:

   **Standards Criteria**

<table>
<thead>
<tr>
<th>Score and Feedback</th>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   **Non-Weighted Directions:**
   Calculate the grade by dividing the total points scored _____ by the total possible points _____.

   Standards Criteria Grade _____.

   **Non-Standard Criteria**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Acceptable</th>
<th>Not Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   Points/Grade
**Weighted Directions:**
1. Add the scores for the performance indicators (Standard 1 and Standards 2-8).
2. Divide by the total possible points.
3. Multiply the answer by the weight.
4. Change the decimal into a percent.
5. Add the weighted grades.
6. Add in the non-standard points or assign a grade.

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Add the Performance Indicator Scores</th>
<th>Divide the Score by the Total Possible Points</th>
<th>Multiply the Answer by the Weight</th>
<th>Change the Decimal to a Percent and Add for a Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1—Infused performance indicator(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills standard(s)—Infused performance indicator</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grade</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name ___________________________

Standards Criteria Grade ___________________

Non-Standards Points/Grade ___________________

Performance Task—Final Grade ___________________
## Lesson Outline

### Lesson 1
- **Unit:** Setting Goals to Eat Healthy
- **Explanation:**
  - Explain why it is important to eat breakfast and set goals.
- **Pre-test:**
  - On Self-Awareness: Accurate Self-Perception.
- **Healthy Breakfast Options:**
  - (KidsHealth: https://kidshealth.org/en/teens/breakfast-sheet.html)
- **Model goal setting with the content of breakfast.**
  - (6.8.1-6.8.4)
- **Distribute practice prompt:**
  - Students practice—formatively assess—Share—Discuss
- **End of class review:**
  - Exit ticket: Did your self-perception about eating breakfast change? Explain (SEL)

### Lesson 2
- **Use worksheet:**
  - 4.1.1.6.8.11 after Card Responses to review lesson 1.
- **Healthy Snacking:**
  - (KidsHealth: https://classroom.kidshealth.org/classroom/6to8/personal/nutrition/healthy_snacking.pdf)
- **Complete:**
  - KidsHealth: Healthy Snacking worksheet:
  - https://classroom.kidshealth.org/classroom/6to8/personal/nutrition/breakfast_handout1.pdf
  - Students sort the steps of goal setting then use the information about healthy snacking to demonstrate how to set a goal. Share End of class review:
  - Exit ticket: Question about G5/Snacking

### Lesson 3
- **Review content, skill, and SEL competencies by using Kahoot.**
- **Kahoot.com**
- **Distribute the performance task:**
  - (Prompts, back up content information, self-check Worksheet 4.10)
  - and rubric.
- **In groups:**
  - Students begin to get organized and plan their authentic assessment. Use red, yellow, and green circles and Worksheet 4.8 Peaks and Valleys as formative assessments.
- **End of class review:**
  - Exit ticket: Why is it important to perceive yourself accurately?

### Lesson 4
- **Review the requirements of the authentic assessment.**
- **Review content, skill, and SEL competencies using white boards.**
- **Students resume working on their projects.**
- **Formatively assess by walking from group to group checking their self check (Worksheet 4.10)**
- **Exit ticket:** If someone does not perceive themselves accurately, how can you help?

### Lesson 5
- **Students present their authentic assessment.**
- **The audience fills in a check off list to determine if all the elements of the authentic assessment were met.**
- **Exit ticket:** How did this authentic assessment help you eat healthier using the skill of goal setting?

### Lesson 6
- **Continue the student presentations.**
- **Students complete the Post-test on Self-Awareness: Accurate Self-Perception.**
- **Compare for evidence of learning.**
- **Option:** Written test that encompasses all the content, skill, and SEL competencies taught in class.
WHAT DOES LESSON 1 LOOK LIKE?
SEL Assessment
Self-Awareness: Accurate Self-Perception

Pre/Post unit test
1. T  F It’s OK to skip breakfast on school days.
2. T  F Eating breakfast does not effect my personality.
3. T  F A healthy breakfast fuels up my body and gives me energy to start the day.
4. T  F Eating breakfast helps me do better in school.
5. T  F I know that a healthy breakfast includes two or more food groups (choose from fruits and/or veggies, dairy foods, whole grains, and protein).
6. T  F Teens that skip breakfast are not always slimmer but often have a higher Body Mass Index.
7. T  F You should avoid sugary cereals or sugary foods for breakfast.
8. T  F Teens who eat breakfast tend to make better food choices during the day.
9. T  F If you don’t eat breakfast now, you probably will never eat breakfast. (Growth Mindset)
10. T  F Eating breakfast on the go is better than no breakfast at all.
(Adapted from KidsHealth.org-Grades 6-8 Breakfast; CASEL competencies)

Self-Management: Goal Setting

• Same assessment as goal setting.
TEACH THE LESSON
CONTENT AND SKILL

KidsHealth.org is an excellent resource
PLAN FOR STUDENT PRACTICE!

We wouldn’t send a student into a field hockey game after just talking about it or showing a video!
Devin and Donna-Practice Prompt

Devin is in 7th grade. He is always rushed in the morning and doesn’t have time to eat breakfast. Plus, he is trying to make weight for the wrestling team. He doesn’t feel very good but he thinks he is beginning to look good.

He has third lunch so it is a long time until he can eat. His friend, Donna, is worried about him because he gets “Hangry” every day, puts his head down on his desk, has trouble doing his work, and when they hangout in the afternoon, he doesn’t stop eating and what he is eating isn’t healthy!

Your challenge is to help Donna convince Devin to set a goal to eat breakfast every day for one week to see if he feels better.
1.8.1 Analyze the relationship between healthy behaviors, such as eating breakfast, and personal health.

3 Effects of eating breakfast on personal health

Self-Awareness Accurate Self-Perception

6.8.1-6.8.4 Goal Setting Steps

<table>
<thead>
<tr>
<th>Goal Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.8.1-Assess personal health practices</td>
</tr>
<tr>
<td>6.8.2-Develop a goal to adopt, maintain, or improve a personal health practice.</td>
</tr>
<tr>
<td>6.8.3-Apply strategies and skills needed to attain a personal health goal.</td>
</tr>
<tr>
<td>6.8.4-Describe how personal health goals vary with changing abilities, priorities, and responsibilities.</td>
</tr>
</tbody>
</table>

Self-Management-Goal Setting
The class concludes with an end of class review of content, skill, and SEL competency and an exit ticket.
Take home

Use this worksheet with grades 3-5 when teaching the skill of goal setting.

Enjoy!

Worksheet 10.14
Grades 3–5 Classroom Skills Practice II

Name:

Directions: You are the teacher. Design a prompt appropriate for a grades 3–5 child that includes a Standard 1 performance indicator and two skill performance indicators, the need to set a goal, a statement of the goal, a plan to track progress, and the resources (plan) to achieve the goal. Use pictures and manipulatives to accommodate for the literacy ranges within a classroom.

Read the prompt to your students and guide them through the skill.

Prompt:

<table>
<thead>
<tr>
<th>Performance Indicator Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Standard 1 performance indicator question.</td>
<td></td>
</tr>
<tr>
<td>2. What is the personal goal of the character(s) in the prompt? (6.5.1)</td>
<td></td>
</tr>
<tr>
<td>3. How is the character in the prompt going to track progress in achieving the goal? (6.2.1)</td>
<td></td>
</tr>
<tr>
<td>4. What resources are available to help the character(s) in the prompt reach the goal? (6.5.2)</td>
<td></td>
</tr>
</tbody>
</table>

Reflection: How does this step-by-step strategy help students learn how to set and achieve personal health goals (SEL, self-management—goal setting)?
Practice!
How would you assess SEL?

Open your envelop and as a group, design assessments for your prompts.
Thank you

- Mary Connolly
- Mary.c.connolly@go.cambridgecollege.edu
- connollymary2@twitter
- Connolly_mary@Hotmail.com