



SOCIAL, EMOTIONAL,
& BEHAVIOR ACADEMY

Monitoring Evidence of SEL Integration

*From the Needs Assessment: 5a. The school/district collects a variety of **outcome data** related to students' social, emotional, and behavioral development (e.g., SEL assessment), disaggregates and analyzes the data, appropriately shares data with stakeholders, and uses the data to inform, monitor and improve supports.*

Are we frequently and consistently assessing the impact of our Tier 1 supports?

There are many ways to monitor for impact with SEL initiatives, including surveys (such as school climate and school culture surveys) and screeners (such as mental health and behavior screeners). These data sources can offer snapshots of students' own perceptions of their SEL skills/competencies, mental health, and behavior. They are also used to assess educators' and families' perceptions of students' SEL skills/competencies, mental health, and behavior. Leaders can use the [Commonly Used Assessments and Screeners](#) tool to compare screeners and surveys, and to support with selecting one for use across their district or school.

School leaders should also collect observational data to look for evidence of growth and to identify areas where more re-teaching and reinforcing is necessary. Using an observational walk-through checklist is one way to collect observational data. Leaders can use the tool below to brainstorm evidence they might observe, collect data, and reflect on the data collected.

Observational Evidence Collection Tool:

Step 1: Identify skills and competencies

Name the skills and competencies you hope to observe today. Brainstorm potential evidence you might observe that would demonstrate these skills and competencies in action.

What SEL competencies do you hope to observe in action today?

If helpful, refer to the CASEL 5: self-awareness, self-management, responsible decision-making, social awareness, and relationship skills

What specific skills within these competency buckets do you hope to observe today?

ex: if you hope to observe “relationship skills” – a specific skill might be “making eye contact while speaking with others”

Step 2: Record Evidence During the Walk-Through

If possible, conduct walk-throughs together with your leadership team. As you engage in the walk-through, record your observations. Try to stay as neutral and factual as you can, avoiding interpretations or opinions (ex: “4 students in a collaborative group took turns speaking one at a time”). Consider using a table like the one below to record your observations.

Evidence I saw...	Evidence I heard...

Step 3: Analyze and Reflect on the Data

After the walk-through, compile your data.

1. Group data by competency, skill, or any other theme that feels appropriate for your goals
2. Look for strengths – Which competencies, skills, or other themes have substantial evidence?
3. Look for areas of growth – Which competencies, skills, or other themes do not have substantial evidence?
4. Look for gaps and disparities – Which groups of students (i.e. specific grade levels, subjects, classes, placement levels, tracks) are demonstrating strong competencies? Which groups of students (if any) are not?

