

Tool IV: Social-Emotional Competencies Selection Process

Background

In order to select the social-emotional competencies to measure, the CORE Districts used a prioritization exercise in which district leaders and content experts voted on the competencies to include and those to exclude. The process they used is explained in more depth through this tool.

Note: During or after this exercise, you can also use the [3Ms tool](#), which explains how to ensure that the final competencies selected are meaningful, measureable, and malleable.

Social-Emotional Competencies Prioritization Exercise: Step-by-Step Instructions

Step 1

When organizing the prioritization process, ensure that you invite diverse stakeholders to participate: students, teachers, parents, administrators, community groups, employers, content experts, etc. Ideally, by including a cross-section of stakeholders in this democratic process, you will ensure that the competencies selected and the measurement process have greater buy-in.

Step 2

Once the group is assembled on the day of the prioritization exercise, provide an in-depth overview of the process. Then review the descriptions for each competency under consideration. You will have each competency and its description on posters around the room. The descriptions should include a definition and examples of how that competency manifests in students. Below are the competencies and descriptions that the CORE Districts used.

Note: We recommend that you distribute this information prior to the meeting as well, in order to give people time to process the content.

Social and Emotional Learning Indicators

Intra-Personal Dimension

		Indicator				
		Growth Mindset	Self-Regulation Self-Control Discipline	Sense of Belonging	Self-Efficacy Internal Locus of Control	Academic Tenacity (Grit)
Definition		Believing that one’s most basic abilities (including intellectual ability and social-emotional skills) can be developed through study, practice, dedication and hard work which can ultimately lead to motivation to take on and complete tasks (Authority: Dweck)	The voluntary regulation of behavioral, emotional, and attention impulses in the presence of momentarily gratifying temptation or diversions in the service of a higher goal. Such a choice is not automatic, but rather requires conscious effort. (Authority: Mischel, Seligman, Duckworth)	The sense of being accepted, valued, included, and encouraged by others (teacher and peers) in the academic classroom setting. (Authority: Goodenow 1993, Oyserman)	The degree to which individuals believe in their own ability to perform specific tasks and thus control outcomes in their own life (sometimes called “agency”). This includes a student’s belief that she can exercise control over her personal learning process through her own actions and decisions. (Authority: Bandura; Rotter; Heckman)	The tendency to sustain interest in and effort toward very long-term learning goals. (Authority: Angela Duckworth. Note: she has stated her belief that this trait is causally related to Growth Mindset)
Examples		<p>INDIVIDUAL LEVEL</p> <p>Student embraces challenges, because she believes challenges make her stronger.</p> <p>Constructive criticism is viewed as a source of information about current ability, not about fixed intelligence or capacity.</p> <p>Success of others is seen as a source of instructive information – not a zero-sum game.</p> <p>SYSTEM OR SETTING LEVEL</p> <p>School grading policies recognize effort.</p>	<p>INDIVIDUAL LEVEL</p> <p>Coming to class prepared.</p> <p>Paying attention and avoiding distractions.</p> <p>Modulating one’s anger; rather than throwing a temper-tantrum.</p> <p>Prioritizing homework over TV or play.</p> <p>SYSTEM OR SETTING LEVEL</p> <p>Restorative justice policies at schools.</p> <p>District professional development and resources dedicated to restorative justice.</p> <p>District analyzes disproportionality of discipline.</p>	<p>INDIVIDUAL LEVEL</p> <p>Student reports that she feels herself to be an important part of the life and activity of the class.</p> <p>Student reports that teachers encourage his participation and acknowledge his contributions.</p> <p>SYSTEM OR SETTING LEVEL</p> <p>School takes affirmative steps to honor, value, and recognize cultural, linguistic, or sexual orientation diversity</p>	<p>INDIVIDUAL LEVEL</p> <p>When receiving test results, people with high self-efficacy praise or blame themselves and their effort; people with low self-efficacy would praise or blame the teacher, the test, or other external circumstance.</p> <p>High self-efficacy can motivate self-directed, independent study.</p>	<p>INDIVIDUAL LEVEL</p> <p>Conscientiousness cited as a key personality component of grit (including a tendency to be organized, responsible, and hardworking)</p> <p>SYSTEM OR SETTING LEVEL</p> <p>School attendance</p> <p>District resources dedicated to monitoring attendance trends.</p>

Social and Emotional Learning Indicators

Inter-Personal Dimension

	Indicator				
	Teamwork / Collaborative Learning	Social Awareness	Conflict Resolution/ Management Skills	Inter-Personal Self-Control	Leadership
Definition	The ability to engage effectively in a process where two or more agents attempt to solve a problem by sharing understanding and pool their knowledge, skills, and efforts to reach solutions. (Authority: OECD, PISA Framework)	The ability to understand social and ethical norms for behavior (Authority: CASEL)	The ability to recognize conflicts and resolve them in creative, flexible, ethically appropriate and non-violent ways. (Authority: Johnson, D. and Johnson, R)	The ability to voluntarily regulate behavioral, emotional, and attention impulses in social interactions with peers and adults. (Authority: Duckworth)	The ability to take responsibility in group dynamics, to display assertive communication, positive self-presentation, and/or to exert social influence with others.
Examples	<p>INDIVIDUAL LEVEL</p> <p>Effective pair-share learning.</p> <p>Effective participation in team project-based learning.</p> <p>Student seeks help from teachers and peers.</p> <p>SYSTEM OR SETTING LEVEL</p> <p>Teachers collaborate on curriculum.</p> <p>District works with principals in professional learning communities.</p>	<p>INDIVIDUAL LEVEL</p> <p>Knowledge of and respect for diversity.</p> <p>Student shows understanding and empathy towards others.</p> <p>Student can evaluate the social consequences of individual actions.</p> <p>SYSTEM OR SETTING LEVEL</p> <p>At the school level, family, school, and community supports are valued and recognized.</p> <p>District has anti-bullying policy and professional development.</p>	<p>INDIVIDUAL LEVEL</p> <p>Students give evidence of having effective listening and communication abilities.</p> <p>Students show an understanding of, and ability to use basic negotiation and mediation strategies.</p> <p>SYSTEM OR SETTING LEVEL</p> <p>School uses conflict resolution strategies school-wide.</p> <p>School may use restorative justice</p> <p>District provides resources.</p>	<p>INDIVIDUAL LEVEL</p> <p>Student remains calm when criticized.</p> <p>Allows others to speak without interruption.</p> <p>SYSTEM OR SETTING LEVEL</p> <p>School climate is viewed as safe (aggregated to school level).</p> <p>Anti-bullying policy in place</p>	<p>INDIVIDUAL LEVEL</p> <p>Student takes charge of group games or activities.</p> <p>Student excels at making decisions or solving problems in a group setting.</p> <p>SYSTEM OR SETTING LEVEL</p> <p>School gives evidence of recognizing and honoring leadership and initiative.</p>

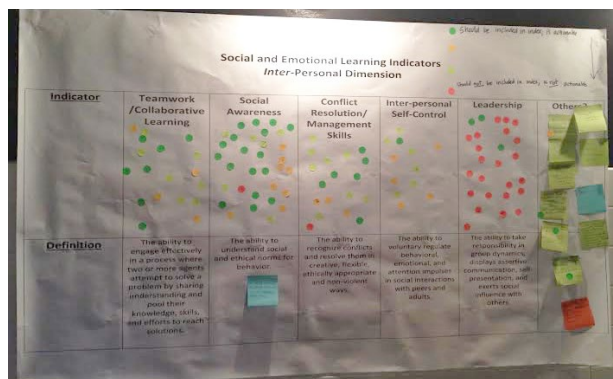
Step 3

Distribute 1 green dot, 1 blue dot, 1 yellow dot, and 1 red dot per person. Each dot has a different meaning and point allocation when tallying the votes. Green = highest priority (+3 points); blue = second highest priority (+2 points); yellow = third highest priority (+1); and red = do not measure this competency (-3 points). We also recommend providing sticky notes to enable participants to provide additional comments (e.g. to call out additional competencies that were not included in the original list).

Step 4

Participants circulate around the room putting their respective dots on the competencies they wish to prioritize. Make sure that you allow for an adequate amount of time for participants to make their selections and talk with others if necessary.

Here is an example of the output that emerged from the CORE Districts' use of this process:



Step 5

Tabulate the results for each competency using the point values indicated above. You may want to report the number of green, blue, yellow, and red dots as well as the total weighted value of those dots. Also collect and share out any qualitative comments that were provided.

Here is an example from the CORE Districts' own process:

Social and Emotional Learning Indicators					Intra-Personal Dimension				
Inter-Personal Dimension					Self-Regulation / Self-Control / Discipline				
Social Awareness					Growth Mindset				
17	6	8	3	1	11	1	5	0	0
30					18				
Notes: • Is this about recognizing and having tolerance for VARIED social norms, or is this defining those norms?					Notes: N/A				
Teamwork / Collaborative Learning					Self-efficacy; Internal Locus of Control				
7	7	4	0	0	1	9	8	1	1
18					17				
Notes: N/A					Notes: N/A				
Conflict Resolution / Management Skills					Sense of Belonging				
6	8	3	1	1	8	10	0	0	0
18					12				
Notes: N/A					Notes: • Move to climate / culture • I am not putting a dot on belonging even though I think it is CRUCIAL, I think its proxies are measured elsewhere in the system. Don't want to use up the real restate, even though crucial				
Inter-Personal Self-Control					Academic Tenacity (Grit)				
1	6	5	0	0	4	3	2	10	10
12					14				
Notes: N/A					Notes: N/A				
Leadership									
3	0	0	0	27					
20									
Notes: N/A									

Step 6

The competencies with the highest point values in this process are the ones to consider for measurement. However, you will need to decide on a target number of competencies that it is practical to assess. For more information about this aspect of the process, please see the [3Ms Tool](#), which explains how to narrow down a set of competencies based on how meaningful, measureable, and malleable each competency is.