Chapter 13
Evaluating SEL Effectiveness:
Measuring Growth and Impact in Marginalized Communities

Delarious O. Stewart
 https://orcid.org/0000-0003-2163-8727
East Texas A&M University, USA

Brandon Harris
 https://orcid.org/0009-0004-6957-7008
East Texas A&M University, USA

Ronald Richards
 https://orcid.org/0009-0004-3946-9516
East Texas A&M University, USA

ABSTRACT

This chapter explores how to measure the impact of Social-Emotional Learning (SEL) programs on student outcomes, with a particular focus on ensuring that SEL initiatives foster equity and support marginalized communities. Evaluating SEL programs goes beyond tracking student progress—it provides a framework for identifying systemic barriers and improving educational experiences for all learners. The chapter examines various qualitative and quantitative research methodologies, including surveys, behavioral observations, and academic performance data, to assess SEL's effectiveness. It also highlights tools for measuring student growth, the role of data-driven decision-making, and strategies for using SEL evaluation to promote positive academic and behavioral outcomes. The insights from this chapter will help educators and administrators refine their SEL programs, ensuring they

meet the evolving needs of diverse student populations.

CHAPTER OVERVIEW

This chapter explores how to measure the impact of Social-Emotional Learning (SEL) programs on student outcomes, with a particular focus on ensuring that SEL initiatives foster equity and support marginalized communities. Evaluating SEL programs goes beyond tracking student progress—it provides a framework for identifying systemic barriers and improving educational experiences for all learners. The chapter examines various qualitative and quantitative research methodologies, including surveys, behavioral observations, and academic performance data, to assess SEL's effectiveness. It also highlights tools for measuring student growth, the role of data-driven decision-making, and strategies for using SEL evaluation to promote positive academic and behavioral outcomes. The insights from this chapter will help educators and administrators refine their SEL programs, ensuring they meet the evolving needs of diverse student populations.

As You Read, Think About

- How does evaluating SEL programs help address systemic inequities in education?
- What role do data and evidence-based practices play in shaping effective SEL initiatives?
- How can qualitative and quantitative assessment methods complement each other in measuring SEL outcomes?
- In what ways can SEL evaluation be used to drive meaningful policy changes in schools?
- How do different research methodologies, such as observational studies, surveys, and longitudinal research, contribute to understanding SEL's long-term impact?
- What are the challenges and opportunities in implementing SEL assessment tools, particularly in schools serving marginalized communities?

INTRODUCTION

Social and emotional learning (SEL) programs have become a cornerstone of efforts to create more inclusive and supportive school environments, particularly in communities that have long faced systemic inequities (Stewart, 2021; Mahoney et

36 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/evaluating-sel-effectiveness/379560

Related Content

An Administrator's Perceptions of Cultural Diversity Through a Study Abroad
Scott Settar (2025). *Fostering Experiential Knowledge of Cultural Diversity Through Studying Abroad (pp. 215-230).*
www.irma-international.org/chapter/an-administrators-perceptions-of-cultural-diversity-through-a-study-abroad/375798

Drug Promotion and Self-Medication Practices in Lagos, Nigeria
Johnson Oluwole Ayodele (2021). *International Journal of Public Sociology and Sociotherapy (pp. 58-72).*
www.irma-international.org/article/drug-promotion-and-self-medication-practices-in-lagos-nigeria/269517

Communities of Practice and Indigenous Knowledge: A Case Study of Empowering Women in Processing Shea Butter Using Scientific Animations
Anne Namatsi Lutomiaand Julia Bello-Bravo (2017). *Handbook of Research on Social, Cultural, and Educational Considerations of Indigenous Knowledge in Developing Countries (pp. 226-243).*
www.irma-international.org/chapter/communities-of-practice-and-indigenous-knowledge/167483

Students With a Migrant Background and Their Families at School: Promoting Participation for Educational Achievement and Inclusion
Meritxell Argelagués, Miquel Àngel Essomba, Anna Tarrésand Maria Nadeu (2024). *Transformative Intercultural Global Education (pp. 99-115).*
www.irma-international.org/chapter/students-with-a-migrant-background-and-their-families-at-school/347088

Negotiating Spirituality: Commodification of Religious Content in the Entertainment Industry
Ruly Darmawan (2014). *Handbook of Research on the Impact of Culture and Society on the Entertainment Industry (pp. 57-71).*
www.irma-international.org/chapter/negotiating-spirituality/113540