

SURREY SCHOOL DISTRICT'S 2021/2022 SOCIAL AND EMOTIONAL LEARNING LEAD INITIATIVE REPORT



A MESSAGE FROM SURREY SCHOOLS

Surrey Schools is located on the traditional, ancestral, and unceded territory of the Katzie, Kwan-tlen, Semiahmoo and other Coast Salish Peoples. It is B.C.'s largest school district where close to 12,000 employees serve almost 75,000 children in our diverse multicultural city. We have over 130 educational sites from early learning to adult education.

The District is committed to continuous improvement and success of all students through implementation of evidence-informed practices that enhance student learning, inclusivity and equity of outcomes. We welcome and honour diversity while supporting students' holistic growth—mind, body and heart—a commitment captured in our welcome video, *Éy swayel / Bienvenue / Welcome to Surrey Schools*.



Click to watch our welcome video, [Éy swayel / Bienvenue / Welcome to Surrey Schools](#).

TITLE: Surrey School District's 2021/2022 Social and Emotional Learning Lead Initiative
Report: April, 2022

CONTRIBUTORS: Surrey School Helping Teachers and the Research and Evaluation Department contributed to the evaluation planning, data collection and analysis process, and report development. SEL Leads and Teachers developed and administered SEL-based activities throughout Surrey Schools.

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Executive Summary

This report evaluates Surrey School District's Social and Emotional Learning (SEL) Lead Initiative, the surveys administered to collect evidence of the initiative's impact, and the results of these surveys for the 2021/2022 school year. Between February and March, 2022, 132 teachers and 4,628 K-7 students completed surveys designed to measure students' SEL across six domains: 1) Empathy for Others; (2) Self-Awareness and Self-Management; (3) Sense of Belonging and Connection to One's Classroom and School; (4) Critical Thinking and Decision Making; (5) Healthy Relationships; and (6) School Engagement and Achievement of Learning Goals. Surveys were administered to four groups: (1) Teachers; (2) Grade K-2 students; (3) Grade 3-4 students; and (4) Grade 5-7 students. In this report, we first present an overview of the SEL Lead Initiative. We then present the methodology and baseline findings for each of the four groups.

Key Findings

Teachers

01

Roughly half of teachers use SEL as a foundation to teaching and learning processes and feel they can implement SEL strategies that are grounded in research-informed practices the majority of the time

02

At least 85% of teachers embody SEL competencies (e.g., empathy, positive self-perception, resiliency) and take actions to promote a positive classroom climate the majority of the time

03

Across domains, teachers indicated that their students feel a Sense of Belonging and Connection to Their Classroom and School most often and demonstrate Critical Thinking and Decision Making (K-2 students) and Self-Awareness and Self-Management (Gr. 3-7 students) least often

Grade K-2 Students

01

Across the six SEL domains, K-2 students indicated that they demonstrate an ability to develop and maintain Healthy Relationships most often and demonstrate Self-Awareness and Self-Management least often

02

There was a moderate positive correlation between K-2 students' Critical Thinking and Decision Making and School Engagement and Achievement of Learning Goals. All other correlations between the six domains were small

Grade 3-4 Students

01

Across the six SEL domains, Grade 3-4 students indicated that they demonstrate Empathy for Others most often and demonstrate Self-Awareness and Self-Management least often

02

Students' expression of Empathy for Others was moderately positively correlated with all other SEL domains, as were Self-Awareness and Self-Management and Healthy Relationships. All other correlations between SEL domains were small

Grade 5-7 Students

01

Across the six SEL domains, Grade 5-7 students indicated that they demonstrate Empathy for Others most often and demonstrate Self-Awareness and Self-Management least often

02

Students' expression of Empathy for Others was moderately positively correlated with all other domains. Self-Awareness and Self-Management had a strong positive correlation with Critical Thinking and Decision Making, Healthy Relationships, and School Engagement and Achievement of Learning Goals

The Social and Emotional Learning Lead Initiative

This section provides an overview of Surrey School District's Social and Emotional Learning (SEL) Lead Initiative, as well as the goals, activities, and expected outcomes of the initiative.

Social and Emotional Learning as a Priority Practice

SOCIAL AND EMOTIONAL LEARNING

The process through which young people and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Surrey School District knows that advancing educational equity and improving students' social and emotional competencies, well-being, overall achievement, and positive life outcomes requires the implementation and support of quality social and emotional learning through research-based processes and practices. Social and emotional well-being includes a number of competencies: (1) self-awareness; (2) self-management; (3) social awareness; (4) relationship skills; and (5) responsible decision-making.

Overview of the Social and Emotional Learning Lead Initiative

The District's SEL Lead Initiative offers opportunities for teachers and administrators to participate in a SEL collaborative with the District-based SEL Team (DB-SEL Team). The vision of the initiative, as articulated by the DB-SEL Team, is to support school communities by building upon their existing knowledge, skills, and dispositions to cultivate rich learning opportunities for the development of learners' social and emotional well-being.

The DB-SEL Team believes in a schoolwide, systems approach to integrating academic, social, and emotional learning across classrooms. This systems approach helps to provide a learning environment that incorporates SEL into all aspects of instruction and promotes equitable outcomes for all students.

As part of this approach, participating schools designate one of their school-based teachers to be a *SEL Lead*. In this role, SEL Leads are responsible for supporting the development and implementation of quality social and emotional learning practices. They work with other teachers, staff, and administration to create opportunities for social and emotional learning and development within their school. This involves a variety of activities such as developing schoolwide initiatives that foster inclusiveness, compiling and sharing SEL resources with staff, teaching SEL lessons in other classrooms, supporting staff with the development and implementation of SEL activities, and co-facilitating lessons with teachers.



To support the District’s SEL initiative, we drew upon resources and protocols produced by the Collaborative for Academic, Social, and Emotional Learning (CASEL).¹ As part of an extensive review of research, the DB-SEL Team identified several key student competencies and outcomes the SEL Lead Initiative aims to enhance, including: (1) empathy for others; (2) self-awareness and self-management; (3) a sense of belonging and connection to one’s classroom and school; (4) critical thinking and decision making; (5) the ability to develop and maintain healthy relationships; and (6) school engagement and achievement of one’s learning goals. To enhance these outcomes in students, teachers must approach the teaching and learning process with a more SEL-focused lens. Thus, the DB-SEL Team also identified a few desired teacher outcomes, including: (1) greater embodiment of SEL competencies (e.g., empathy, positive self-perception, curiosity, courage, resiliency, and vulnerability); (2) greater use of SEL practices as a foundation to teaching and learning processes; and (3) greater promotion of a positive classroom climate.

The Social-Emotional Learning Team

School-based SEL Teams are comprised of school- and district-based professionals. Each school site receives release time for one SEL Lead (school-based teacher) to support the implementation of quality social and emotional learning practices. The SEL Lead works side-by-side with classroom teachers to co-plan and co-facilitate the implementation of SEL-based curriculum to enhance learners’ skill development. SEL Leads also:

- Attend two full-day orientation sessions led by the DB-SEL Team;
- Meet and collaborate with members of the DB-SEL team at least once per month;

¹CASEL was founded in 1994 with the goal of supporting the delivery and integration of SEL within school curricula and policy from preschool through secondary school. URL: <https://casel.org/>

- Create a SEL Team within their schools and organize monthly meetings;
- Commit to coordinating and building upon research-based SEL practices across classrooms;
- Support classroom teachers in using evidence of learning to monitor student progress and determine next steps; and,
- Document and share what they have learned about students' learning and classroom practice.

The DB-SEL Team is responsible for:

- Planning, designing, implementing, and facilitating opportunities for learning through research-based instructional practices and processes;
- Building awareness of evidence-based curriculum that incorporates explicit, sequenced, and active forms of skill development;
- Collecting evidence and reflecting continuously to assess the process,
- Providing support and mentorship to SEL Leads; and
- Being responsive to emerging needs by re-evaluating and refining actions while simultaneously reflecting on the process of implementation.

Figure 1 provides a diagram of the SEL Teams and primary communication channels.

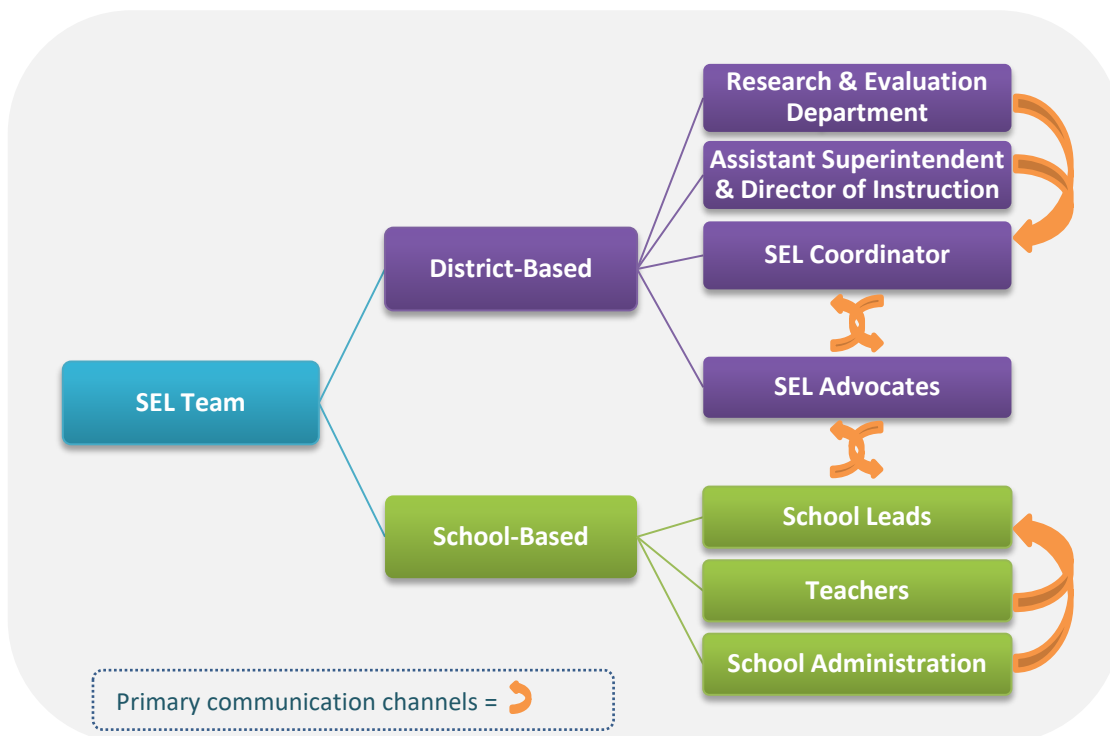


Figure 1. SEL Initiative Teams and Reporting Channels

Evaluating the Social and Emotional Learning Lead Initiative

As part of Surrey School District's ongoing commitment to evidence-informed practice, the DB-SEL Team and Research and Evaluation Department collaborated to develop survey materials that evaluate the desired outcomes of the SEL Lead Initiative. As part of this evaluation process, both teams agreed to collect baseline and end-of-year data measuring students' SEL competencies and experiences of SEL as well as teachers' embodiment of SEL competencies. To do so, we developed four sets of survey materials.

First, we created a survey for teachers to complete that examined teachers' embodiment of SEL competencies (e.g., empathy, positive self-perception, resiliency), use of SEL practices as a foundation to teaching and learning processes, and promotion of a positive classroom climate. The teacher survey also included a section in which teachers indicated how often their students exhibit SEL competencies and outcomes.

Second, we created age-appropriate surveys for K-7 students that measured their perceptions of their own SEL competencies and outcomes. Three versions of the student surveys were created for different grade ranges, including (1) Kindergarten, Grade 1, and Grade 2 students; (2) Grade 3 and 4 students; and (3) Grade 5, 6, and 7 students. All surveys evaluated the same six SEL domains but varied in the number of items within each domain and the language used across items.

In this report, we provide an overview of the survey materials administered and the baseline data collected from 132 teachers and 4,628 K-7 students. In the following sections, we report the baseline findings for the (1) Teacher SEL Lead Initiative Surveys; (2) K-2 SEL Lead Initiative Surveys; (3) Grade 3-4 SEL Lead Initiative Surveys; and (4) Grade 5-7 SEL Lead Initiative Surveys.



Teacher SEL Lead Initiative Survey Data





Methodology and Analysis

Teachers were invited to complete a *Teacher SEL Lead Initiative Survey* about their own embodiment of SEL competencies, use of SEL instructional practices, and their perceptions of their students' SEL competencies in six domains: (1) Empathy for Others; (2) Self-Awareness and Self-Management; (3) Sense of Belonging and Connection to Their Classroom and School; (4) Critical Thinking and Decision Making; (5) Healthy Relationships; and (6) School Engagement and Achievement of Learning Goals (see Appendix A). This survey consisted of 42 quantitative and qualitative questions. SEL Leads facilitated the administration of the Teacher SEL Lead Initiative Surveys to teachers within their schools. First, SEL Leads put out a call within their respective schools to determine which teachers were interested in completing this survey. Then, SEL Leads provided interested teachers with the link to the survey. Teachers completed the survey in Microsoft Forms between January 24, 2022 and March 8, 2022. Data was compiled into Excel sheets and prepared for analysis.

The quantitative questions consisted of several statements for which teachers had to indicate the percentage of time that they or their students demonstrated certain SEL competencies or desired outcomes. They had 11 response options, including (1) 0-10% of the time; (2) 11-20% of the time; (3) 21-30% of the time; (4) 31-40% of the time; (5) 41-50% of the time; (6) 51-60% of the time; (7) 61-70% of the time; (8) 71-80% of the time; (9) 81-90% of the time; (10) 91-100% of the time; and (11) I don't know/no opinion.

This 11-point response scale was then transformed into a 6-point scale, including (1) 0-20% of the time; (2) 21-40% of the time; (3) 41-60% of the time; (4) 61-80% of the time; (5) 81-100% of the time; and (6) I don't know/no opinion. This was done to simplify interpretation and make the rating scale used on the Teacher SEL Lead Initiative Survey more consistent with the 5-point scale used on the student SEL Lead Initiative surveys.

Quantitative data from close-ended survey items (i.e., Likert scale) was calculated and represented as the percentage of teachers' responses that fell into each of the six response categories. Additionally, for items that assessed students' SEL competencies and outcomes across the six domains, we calculated aggregate ratings to provide an overall indication of teachers' perceptions of their students' SEL in each of the six domains.

Qualitative data underwent deductive and inductive analyses borrowed from well-established procedures in qualitative research.² Researchers began by conducting a line-by-line analysis of responses to open-ended questions, identifying and coding salient features in the data. These codes were then collated into higher-level themes, refined, and compared with results of the quantitative evidence findings.

² Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. URL: <https://www.tandfonline.com/doi/abs/10.1191/1478088706qp063oa>

Teachers' SEL Instructional Practices and Embodiment of SEL Competencies

A total of 132 teachers from 32 different schools completed the Teacher SEL Lead Initiative Survey. Of the teachers who completed this survey, 41% indicated that they are a member of the SEL team, 57% indicated that they incorporate SEL into their classroom but are not a member of the SEL Team, and 2% indicated that they are not involved in the SEL Initiative. See Figure 2 for a breakdown of teachers' level of involvement in the SEL Initiative.

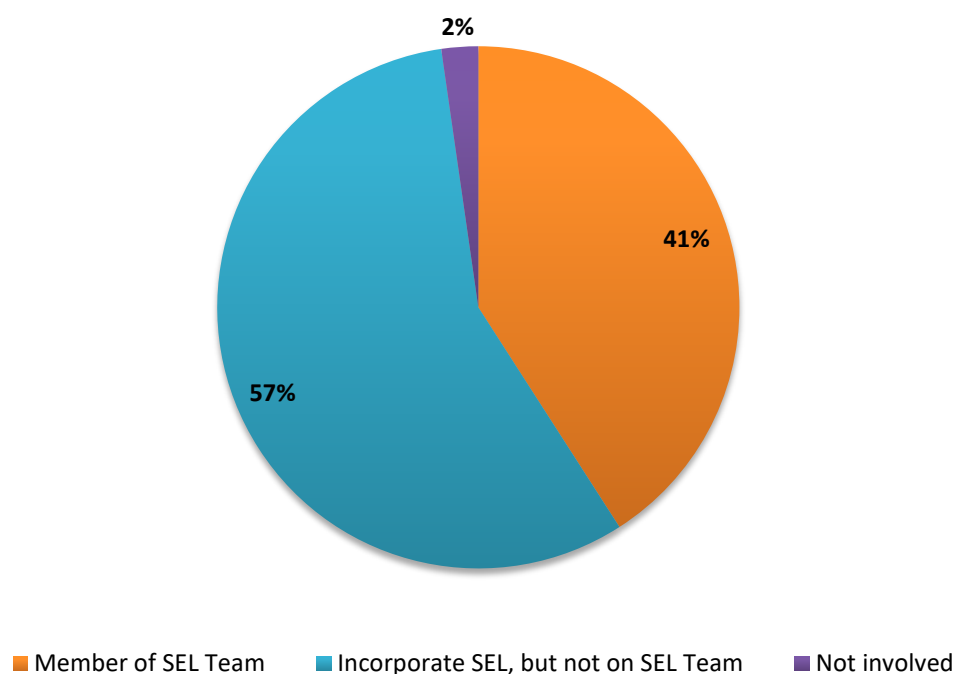


Figure 2. Teachers' Level of Involvement in the SEL Initiative

Q1: I use SEL practices as a foundation to teaching and learning processes

Teachers were asked to indicate the percentage of the time that they use SEL practices as a foundation to their teaching and learning processes. With the transformed rating scale, there were five response options which ranged from 0%-100% in 20% increments as well as a sixth option of *I don't know/no response*. All 132 teachers responded to this question.

53% of teachers indicated that they use SEL practices as a foundation to their teaching and learning processes the majority of the time, with 29% using SEL practices 61-80% of the time and 24% using SEL practices 81-100% of the time. See Figure 3 for a breakdown of teachers' ratings.

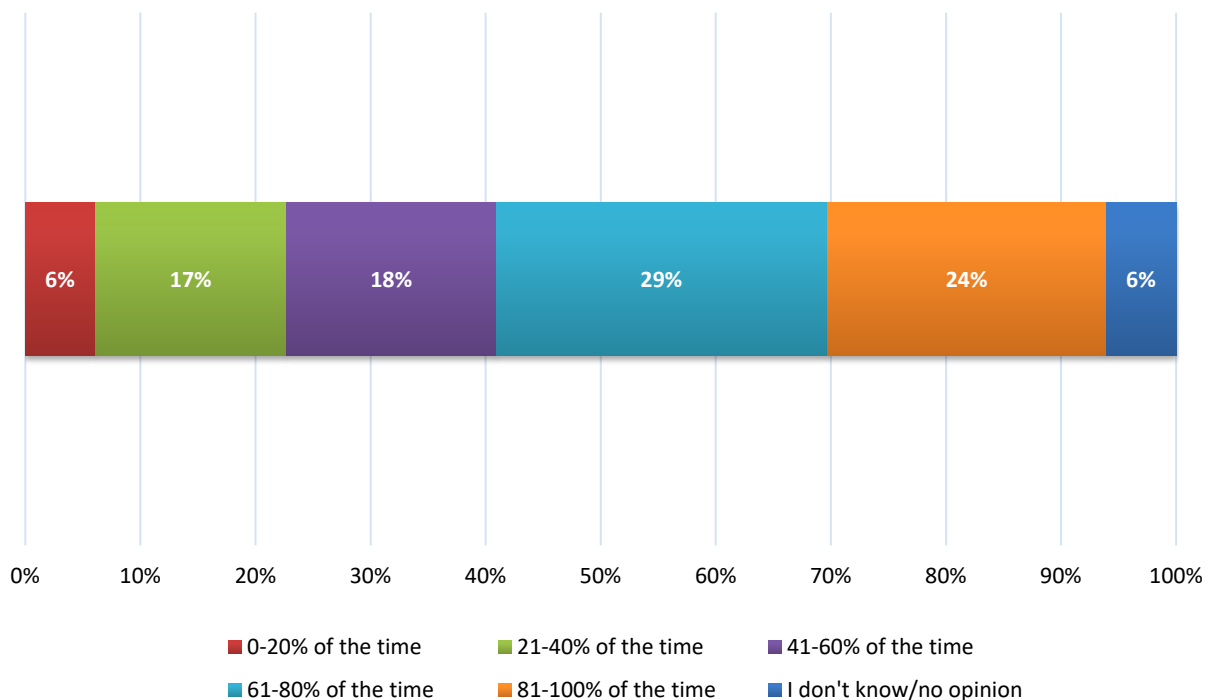


Figure 3. The Percentage of Time that Teachers Use SEL Practices

Q2: I can implement SEL strategies that are grounded in research-informed practices

Teachers were asked to indicate the percentage of the time that they feel that they can implement SEL strategies that are grounded in research-informed practices. With the transformed rating scale, there were five response options which ranged from 0%-100% in 20% increments as well as a sixth option of *I don't know/no response*. All 132 teachers responded to this question.

48% of teachers indicated that they feel they can implement SEL strategies that are grounded in research-informed practices the majority of the time, with 18% feeling they can implement these strategies 61-80% of the time and 30% feeling they can implement these strategies 81-100% of the time. See Figure 4 for a breakdown of teachers' ratings.

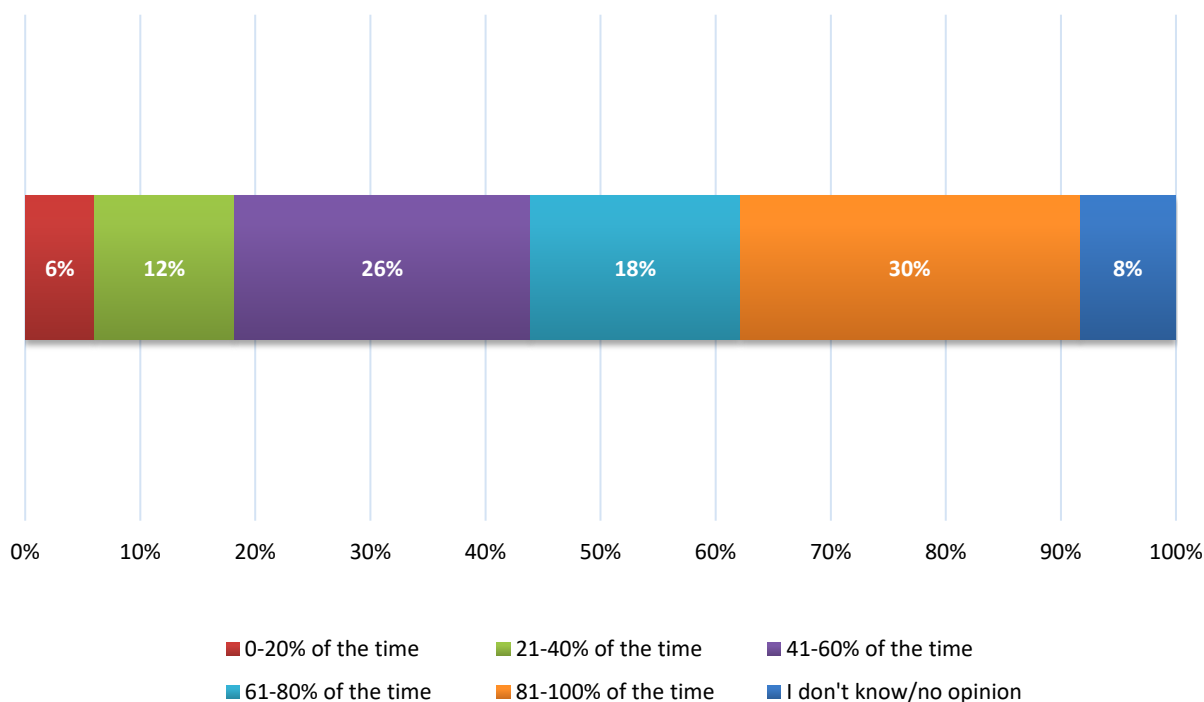


Figure 4. The Percentage of Time Teachers Implement SEL Strategies Grounded in Research-Informed Practices

Q3: I demonstrate empathy for others

Teachers were asked to indicate the percentage of the time that they feel they demonstrate empathy for others. With the transformed rating scale, there were five response options which ranged from 0%-100% in 20% increments as well as a sixth option of *I don't know/no response*. There were 131 responses to this question.

97% of teachers indicated that they demonstrate empathy for others the majority of the time, with 20% responding that they demonstrate empathy for others 61-80% of the time and 77% responding that they do so 81-100% of the time. See Figure 5 for a breakdown of teachers' ratings.

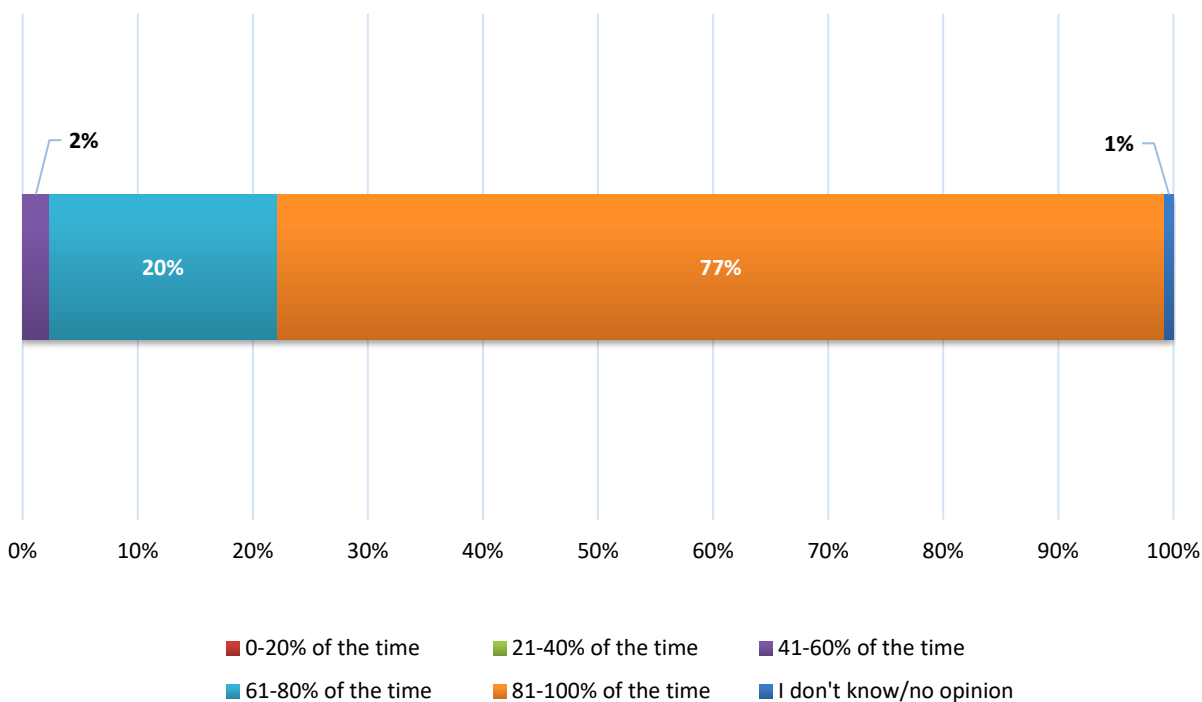


Figure 5. The Percentage of Time Teachers Demonstrate Empathy for Others

Q4: I know who I am and what I believe in

Teachers were asked to indicate the percentage of the time that they feel like they know who they are and what they believe in. With the transformed rating scale, there were five response options which ranged from 0%-100% in 20% increments as well as a sixth option of *I don't know/no response*. All 132 teachers responded to this question.

96% of teachers indicated that they know who they are and what they believe in the majority of the time, with 10% of teachers responding that they feel this way 61-80% of the time and 86% of teachers responding that they feel this way 81-100% of the time. See Figure 6 for a breakdown of teachers' ratings.

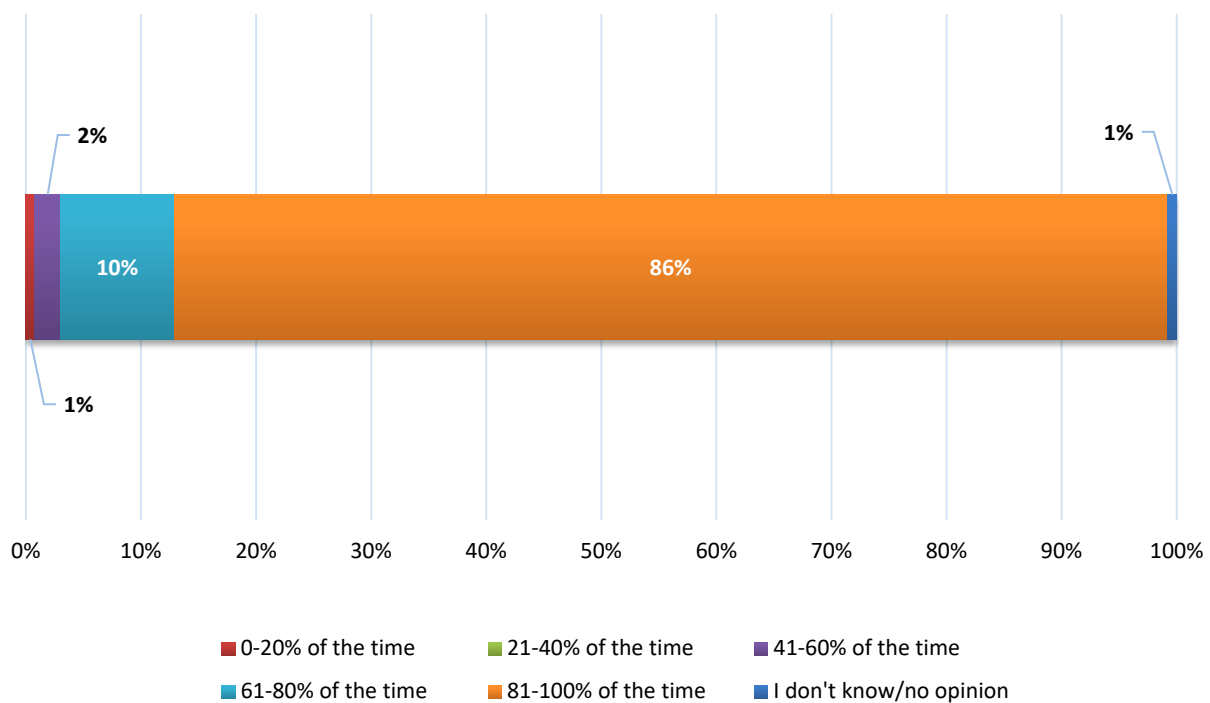


Figure 6. The Percentage of Time Teachers Know Who They Are and What They Believe In

Q5: I am confident in my ability to rebound/overcome if I have a bad day at work

Teachers were asked to indicate the percentage of the time that they feel confident in their ability to rebound/overcome if they have a bad day at work. With the transformed rating scale, there were five response options which ranged from 0%-100% in 20% increments as well as a sixth option of *I don't know/no response*. All 132 teachers responded to this question.

88% of teachers indicated that they feel confident in their ability to rebound/overcome if they have a bad day at work the majority of the time, with 27% of teachers feeling confident in their ability 61-80% of the time and 61% of teachers feeling confident in their ability 81-100% of the time. See Figure 7 for a breakdown of teachers' ratings.

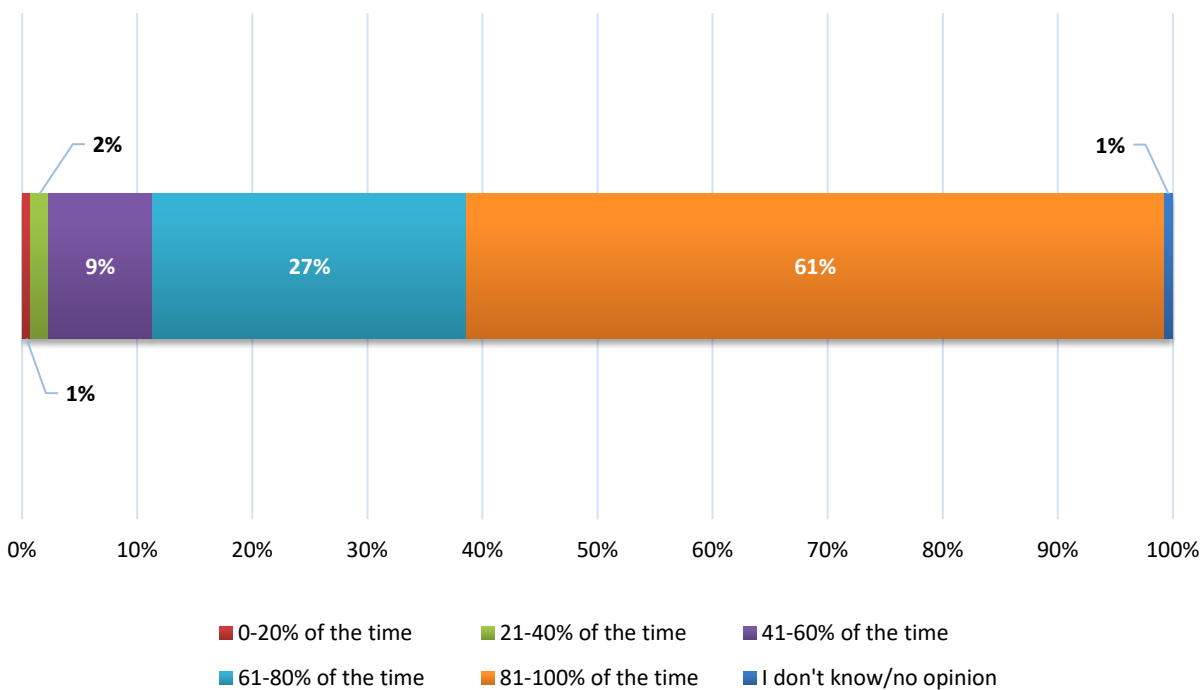


Figure 7. The Percentage of Time Teachers Feel Confident in Their Ability to Rebound/Overcome a Bad Day

Q6: I take actions to make the students in my classroom and school feel welcome

Teachers were asked to indicate the percentage of the time that they take actions to make the students in their classroom and school feel welcome. With the transformed rating scale, there were five response options which ranged from 0%-100% in 20% increments as well as a sixth option of *I don't know/no response*. There were 131 responses to this question.

All teachers who responded to this question indicated that they take actions to make students in their classroom and school feel welcome the majority of the time, with 9% of teachers responding that they do so 61-80% of the time and 90% of teachers responding that they do so 81-100% of the time. See Figure 8 for a breakdown of teachers' ratings.

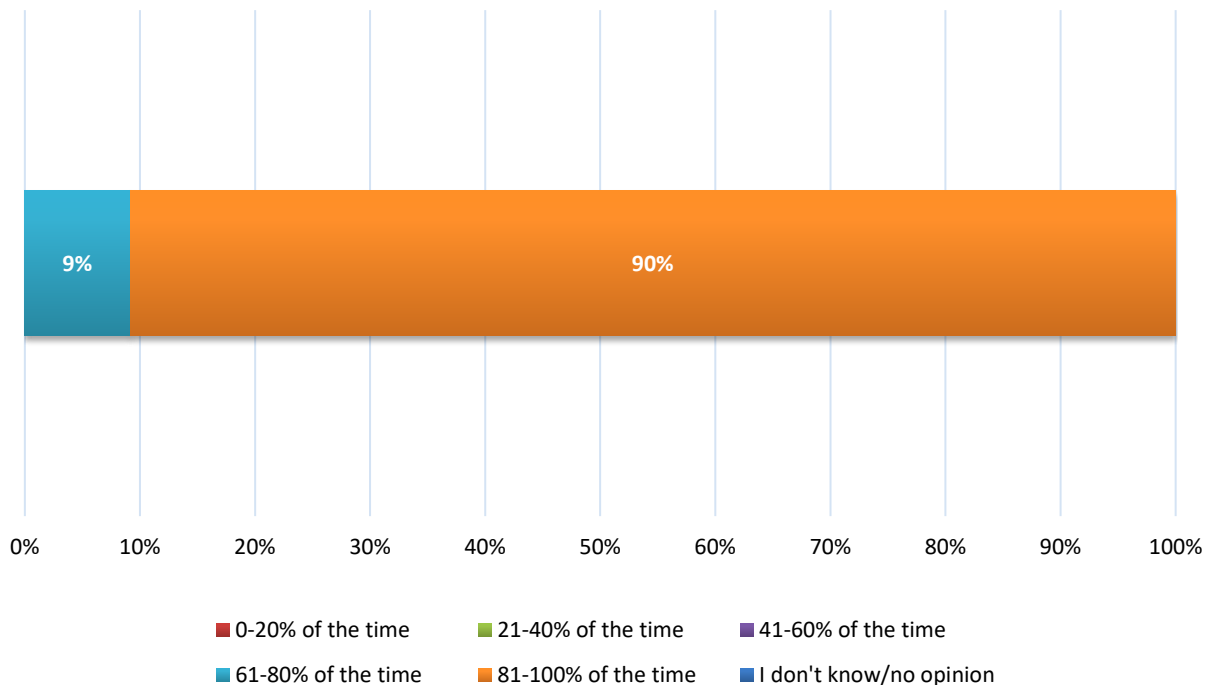


Figure 8. The Percentage of Time Teachers Take Actions to Make Students Feel Welcome

Q7: I take actions to make the students in my classroom and school feel included

Teachers were asked to indicate the percentage of the time that they take actions to make the students in their classroom and school feel included. With the transformed rating scale, there were five response options which ranged from 0%-100% in 20% increments as well as a sixth option of *I don't know/no response*. All 132 teachers responded to this question.

99% of teachers indicated that they take actions to make students in their classroom and school feel included the majority of the time, with 8% of teachers responding that they take these actions 61-80% of the time and 91% of teachers responding that they do so 81-100% of the time. See Figure 9 for a breakdown of teachers' ratings.

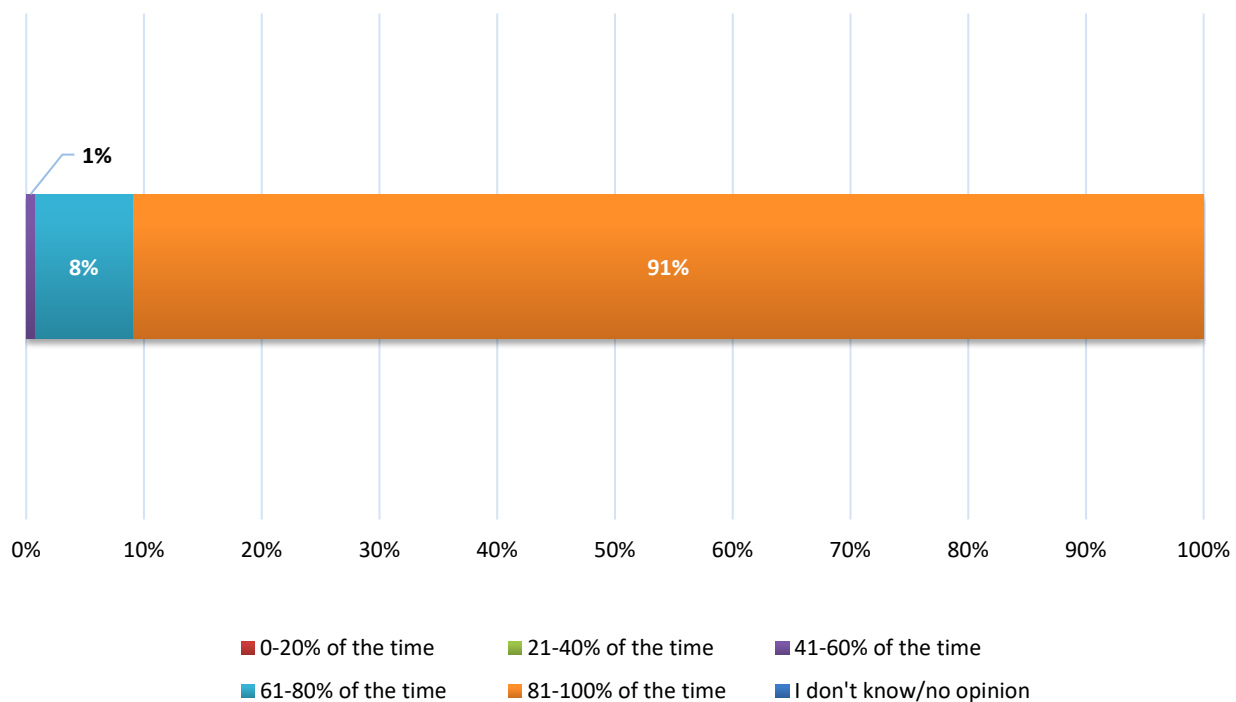


Figure 9. The Percentage of Time Teachers Take Actions to Make Students Feel Included

Q8: I take actions to show value to the diverse experiences of others at my school

Teachers were asked to indicate the percentage of the time that they take actions to show value to the diverse experiences of others at their school. With the transformed rating scale, there were five response options which ranged from 0%-100% in 20% increments as well as a sixth option of *I don't know/no response*. All 132 teachers responded to this question.

88% of teachers indicated that they take actions to show value to the diverse experiences of others at their school the majority of the time, with 27% of teachers responding that they take these actions 61-80% of the time and 61% of teachers responding that they do so 81-100% of the time. See Figure 10 for a breakdown of teachers' ratings.

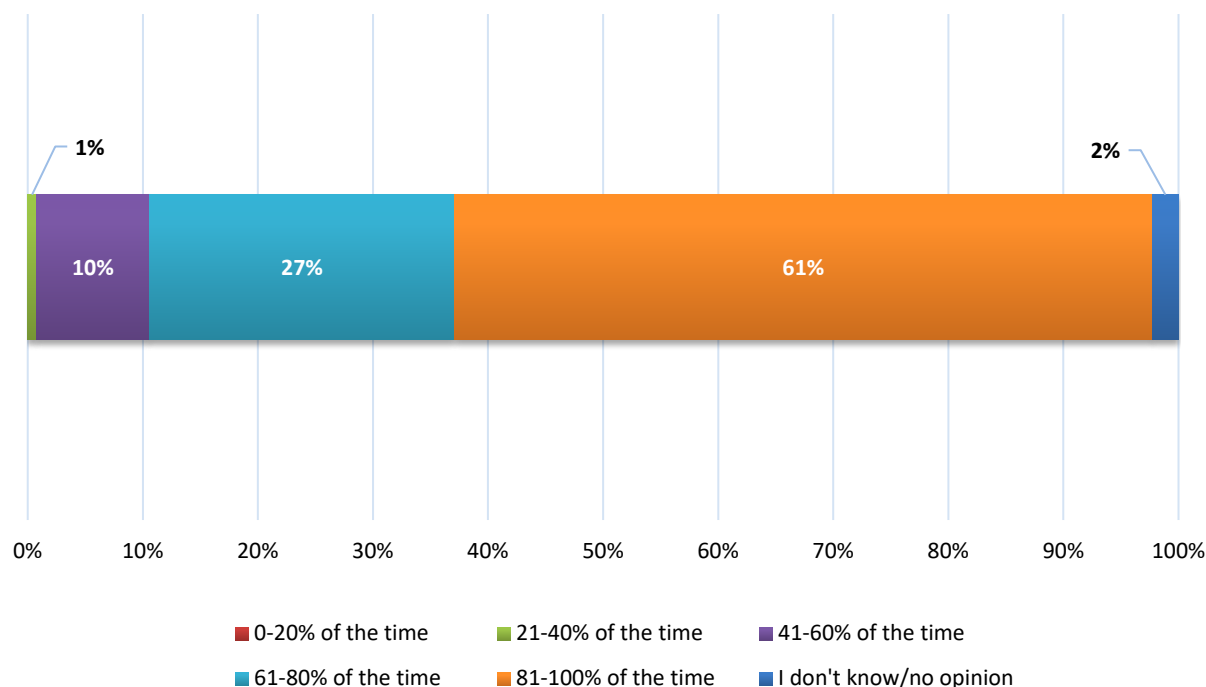


Figure 10. The Percentage of Time Teachers Take Actions to Show Value to the Diverse Experiences of Others

Q9: I feel like I have effective strategies to manage my classroom when there are disruptions

Teachers were asked to indicate the percentage of the time that they feel like they have effective strategies to manage their classroom when there are disruptions. With the transformed rating scale, there were five response options which ranged from 0%-100% in 20% increments as well as a sixth option of *I don't know/no response*. All 132 teachers responded to this question.

91% of teachers indicated that they feel like they have effective strategies to manage their classroom when there are disruptions the majority of the time, with 23% of teachers feeling this way 61-80% of the time and 68% of teachers feeling this way 81-100% of the time. See Figure 11 for a breakdown of teachers' ratings.

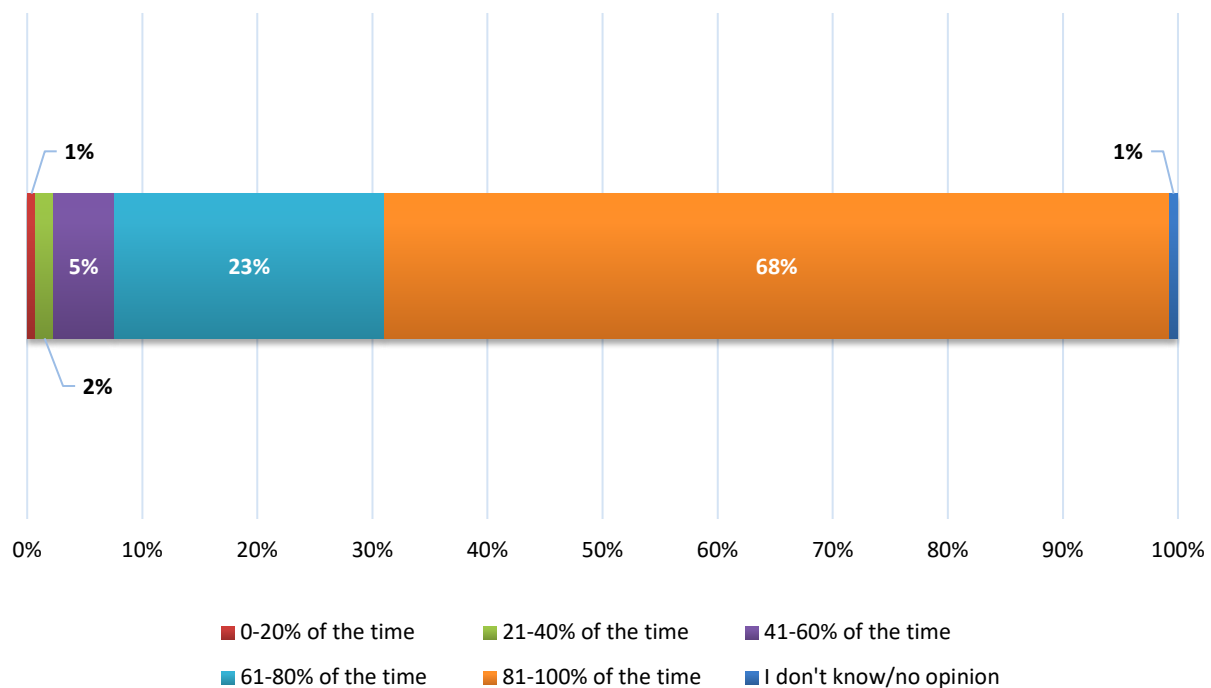


Figure 11. The Percentage of Time Teachers Feel They Have Effective Strategies to Manage Their Classroom

Q10: I feel like there is at least one colleague at my school who I can go to when I need support

Teachers were asked to indicate the percentage of the time that they feel like there is at least one colleague at their school who they can go to when they need support. With the transformed rating scale, there were five response options which ranged from 0%-100% in 20% increments as well as a sixth option of *I don't know/no response*. All 132 teachers responded to this question.

97% of teachers indicated that they feel like there is at least one colleague who they can go to when they need support the majority of the time, with 5% of teachers feeling this way 61-80% of the time and 92% of teachers feeling this way 81-100% of the time. See Figure 12 for a breakdown of teachers' ratings.

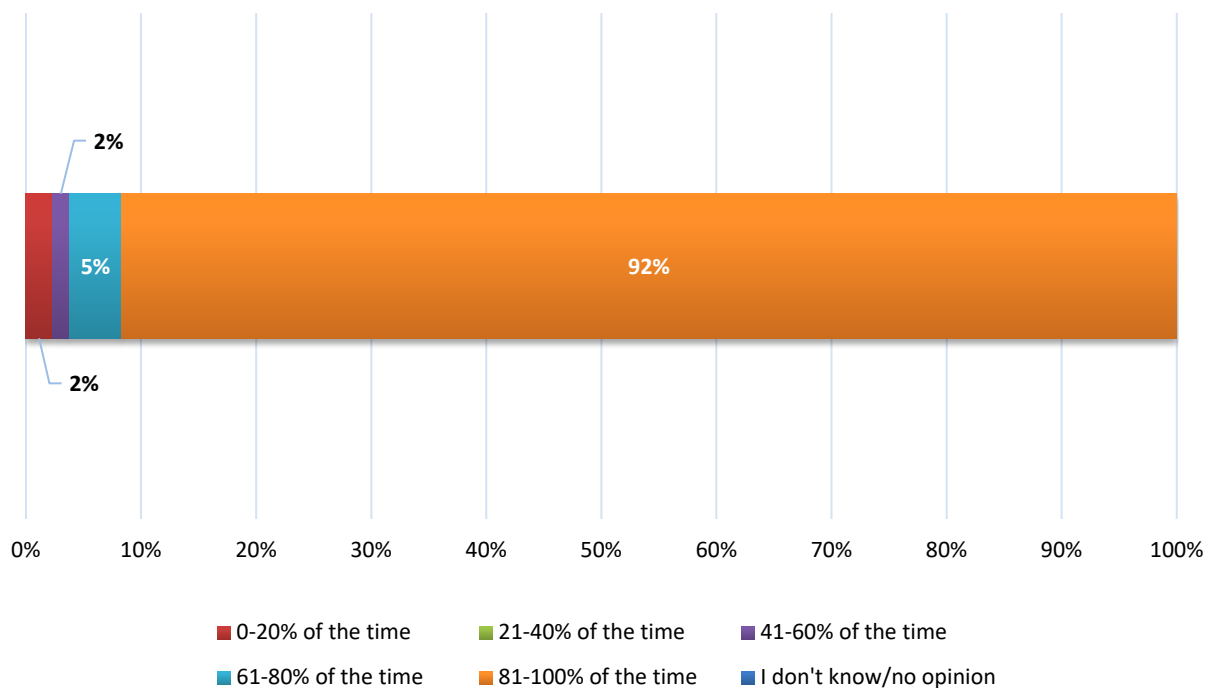


Figure 12. The Percentage of Time Teachers Feel There is a Colleague They Can Go to When They Need Support

Q11: I feel like I have awareness and acceptance of my emotions

Teachers were asked to indicate the percentage of the time that they feel like they have an awareness and acceptance of their emotions. With the transformed rating scale, there were five response options which ranged from 0%-100% in 20% increments as well as a sixth option of *I don't know/no response*. All 132 teachers responded to this question.

96% of teachers indicated that they feel like they have an awareness and acceptance of their emotions the majority of the time, with 18% feeling this way 61-80% of the time and 78% feeling this way 81-100% of the time. See Figure 13 for a breakdown of teachers' ratings.

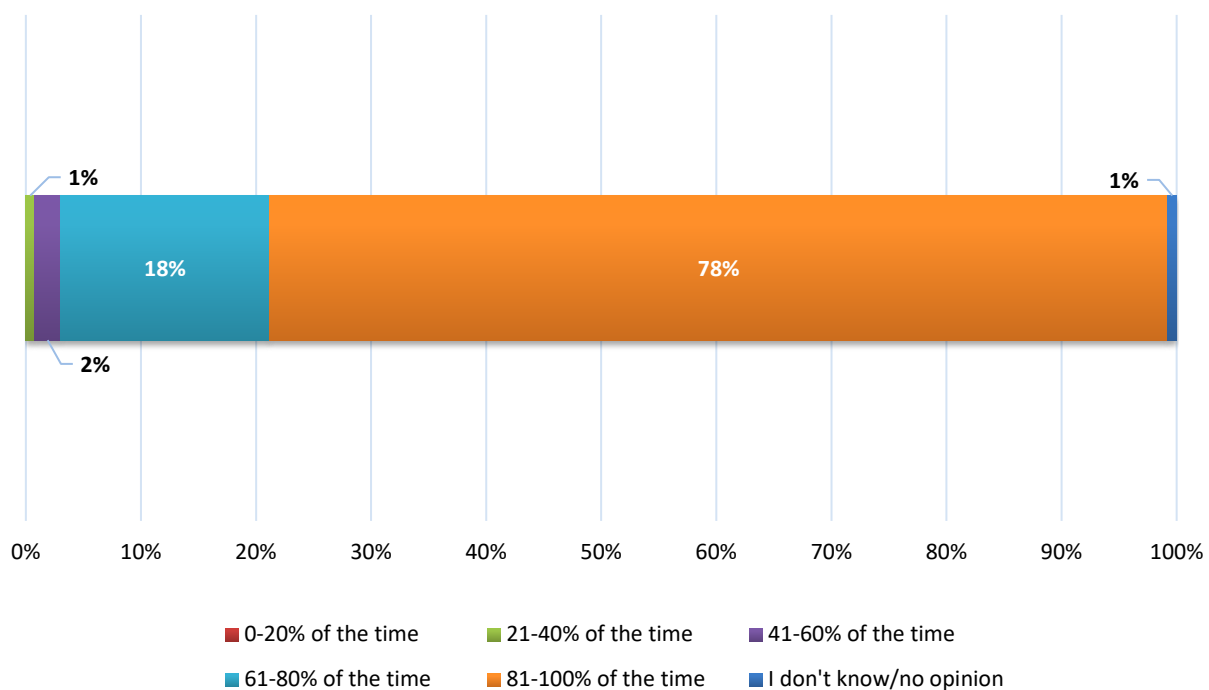


Figure 13. *The Percentage of Time Teachers Feel They Have Awareness and Acceptance of Their Emotions*

Q12: I feel like other people value my work

Teachers were asked to indicate the percentage of the time that they feel like other people value their work. With the transformed rating scale, there were five response options which ranged from 0%-100% in 20% increments as well as a sixth option of *I don't know/no response*. All 132 teachers responded to this question.

86% of teachers indicated that they feel like other people value their work the majority of the time, with 35% of teachers feeling this way 61-80% of the time and 51% of teachers feeling this way 81-100% of the time. See Figure 14 for a breakdown of teachers' ratings.

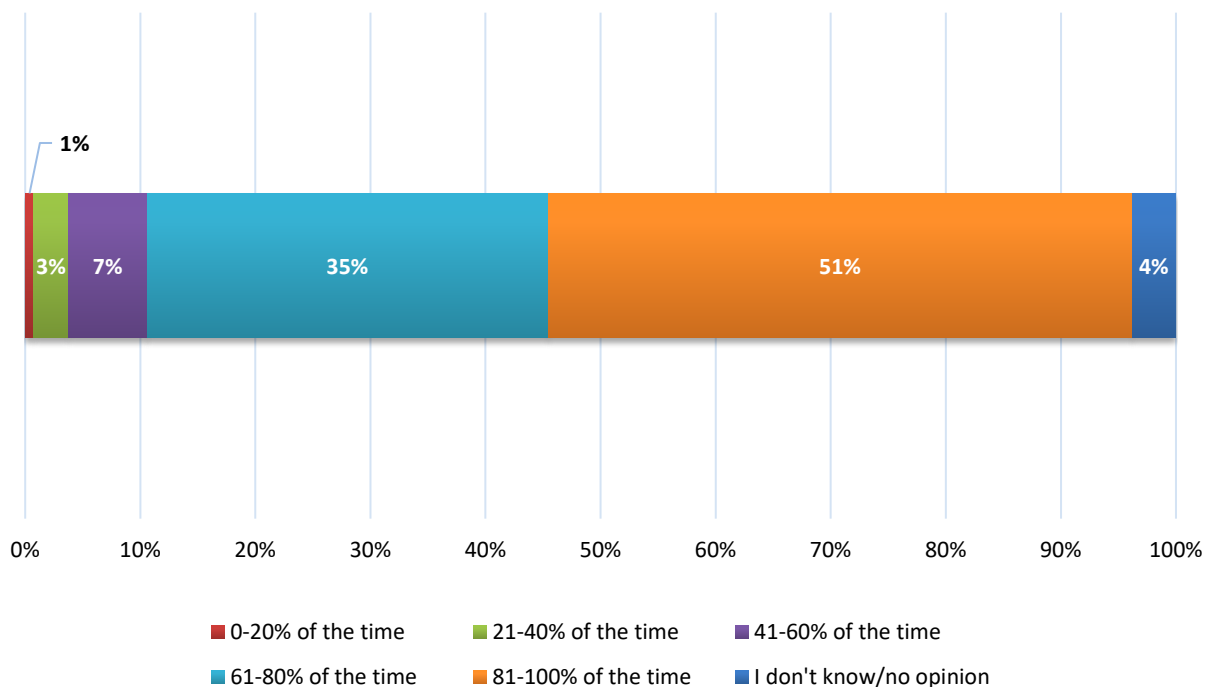


Figure 14. The Percentage of Time Teachers Feel Other People Value Their Work

Teachers' Ratings of Student SEL Outcomes

EMPATHY FOR OTHERS

To assess students' Empathy for Others, teachers were asked to indicate the percentage of the time that (1) it bothers their students when they see someone being mean to someone else; (2) their students try to understand how other people think and feel; (3) their students try to cheer people up when they are feeling sad; and (4) their students care about how other people feel. With the transformed rating scale, there were five response options which ranged from 0%-100% in 20% increments as well as a sixth option of *I don't know/no response*.

On average across the four items, 83% of teachers indicated that their students demonstrate Empathy for Others the majority of the time, with 42% of teachers responding that their students demonstrate Empathy for Others 61-80% of the time and 41% of teachers responding that their students demonstrate Empathy for Others 81-100% of the time. Of the four items in this domain, teachers indicated that it bothers their students when they see someone being mean to someone else most often and that their students try to understand how other people think and feel least often. See Figure 15 for a breakdown of teachers' ratings.

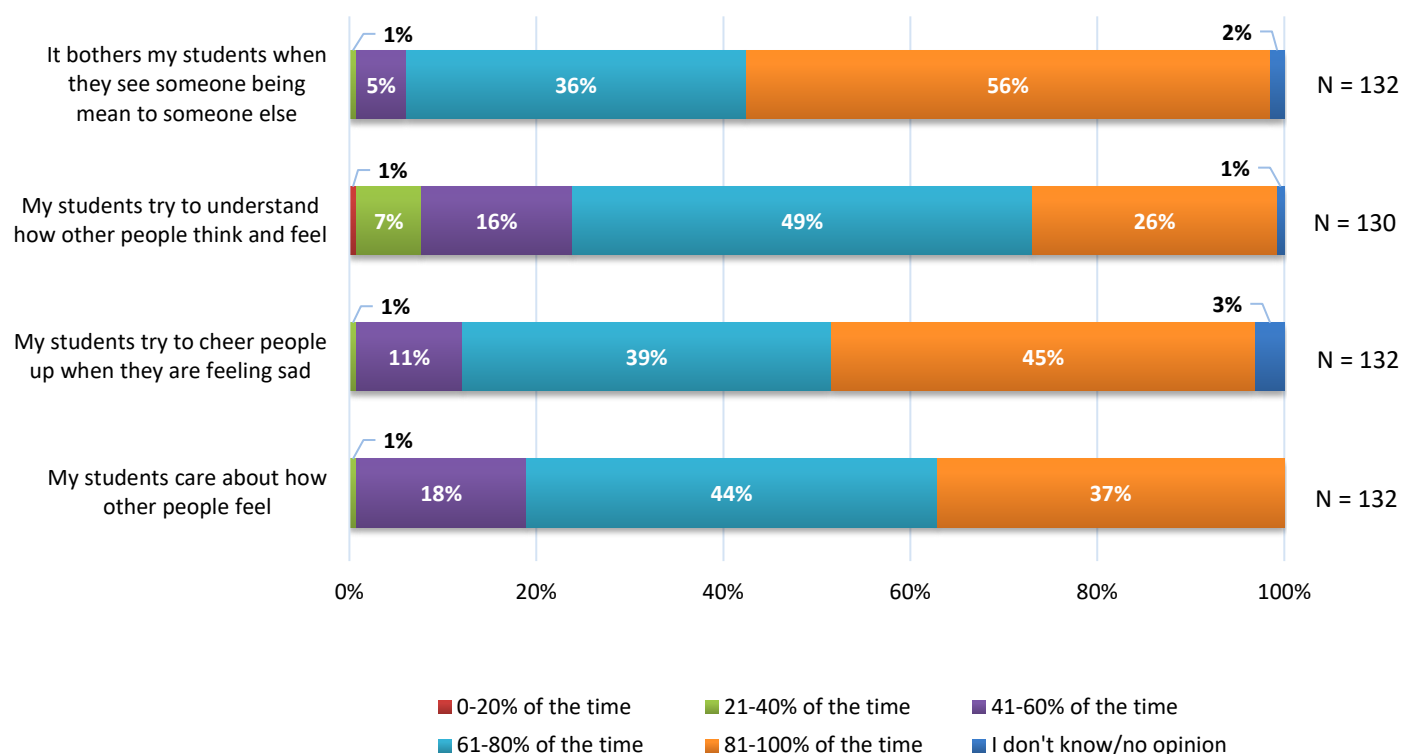


Figure 15. The Percentage of Time Teachers Feel Their Students Demonstrate Empathy for Others

SELF-AWARENESS AND SELF-MANAGEMENT

To assess students' development of Self-Awareness and Self-Management, teachers were asked to indicate the percentage of the time that their students (1) know how to deal with difficulties in their lives; (2) can manage their emotions; (3) are good at setting goals for themselves; (4) understand that their emotions affect their behaviours; and (5) know what their strengths and positive qualities are. With the transformed rating scale, there were five response options which ranged from 0%-100% in 20% increments as well as a sixth option of *I don't know/no response*.

On average across the five items, 64% of teachers indicated that their students demonstrate Self-Awareness and Self-Management the majority of the time, with 45% of teachers responding that their students demonstrate this competency 61-80% of the time and 19% of teachers responding that their students demonstrate this competency 81-100% of the time. 25% of teachers indicated that their students understand that their emotions affect their behaviors 81-100% of the time, which is the highest percentage of teachers responding in this range across the five items in this domain. Alternatively, 13% of teachers indicated that their students know how to deal with difficulties in their lives and are good at setting goals for themselves 81-100% of the time, which was the lowest percentage of teachers responding in this range across the five items in this domain. See Figure 16 for a breakdown of teachers' ratings.

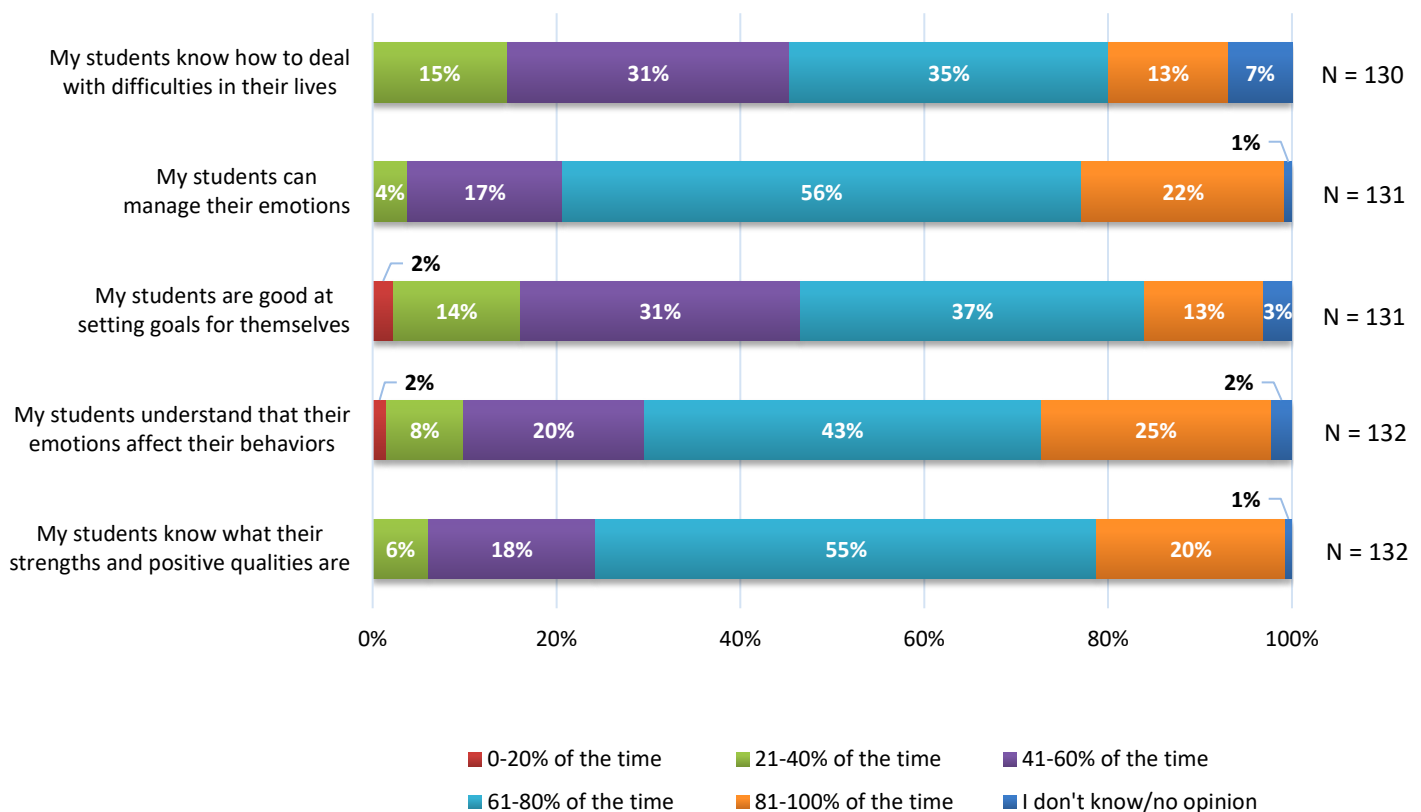


Figure 16. The Percentage of Time Teachers Feel Their Students Demonstrate Self-Awareness and Self-Management

SENSE OF BELONGING AND CONNECTION TO CLASSROOM AND SCHOOL

To assess students' Sense of Belonging and Connection to Their Classroom and School, teachers were asked to indicate the percentage of the time that (1) their students have a friend at school who really cares about them; (2) their students feel like they belong in their classroom and/or school; (3) their students have a teacher or some other adult who always wants them to do their best; (4) there is at least one adult in their school who really cares about their students; and (5) people in their classroom or school notice when their students are good at something. With the transformed rating scale, there were five response options which ranged from 0%-100% in 20% increments as well as a sixth option of *I don't know/no response*.

On average across the five items, 91% of teachers indicated that their students feel a Sense of Belonging and Connection to Their Classroom and School the majority of the time, with 22% of teachers responding that their students feel this way 61-80% of the time and 69% of teachers responding that their students feel this way 81-100% of the time. 73% of teachers indicated that people in their classroom or school notice when their students are good at something 61-100% of the time, which fell below the percentage of teachers who responded in this range for the four other items in this domain by at least 19%. See Figure 17 for a breakdown of teachers' ratings.

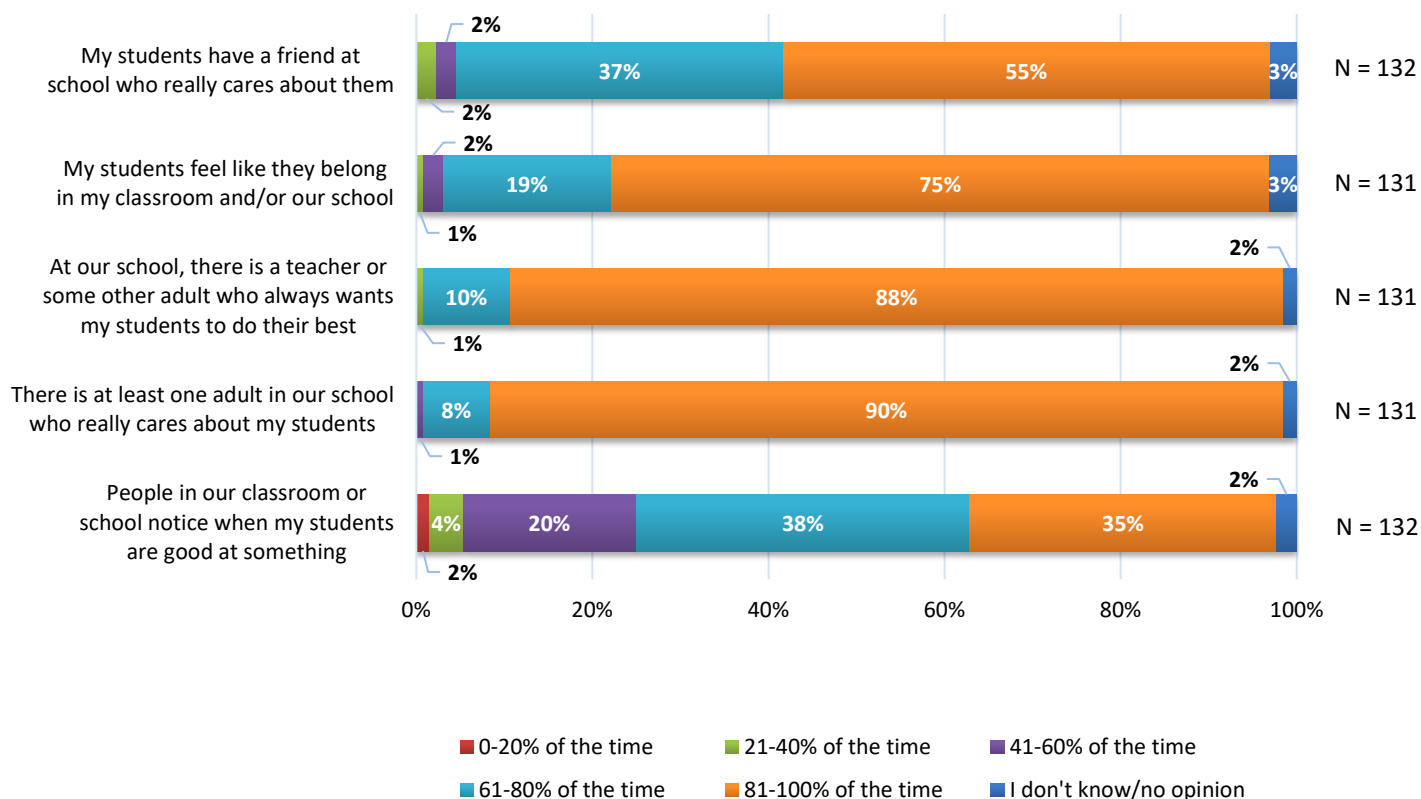


Figure 17. The Percentage of Time Teachers Feel Their Students Feel a Sense of Belonging and Connection to Their School

CRITICAL THINKING AND DECISION MAKING

To assess students' development of Critical Thinking and Decision Making, teachers were asked to indicate the percentage of the time that their students (1) understand that their choices can impact their future; (2) understand that their choices can affect other people; (3) understand the difference between what's right and wrong; and (4) think through the consequences of their actions before they make a decision. With the transformed rating scale, there were five response options which ranged from 0%-100% in 20% increments as well as a sixth option of *I don't know/no response*.

On average across the four items, 65% of teachers indicated that their students demonstrate Critical Thinking and Decision-Making Skills the majority of the time, with 38% of teachers responding that their students demonstrate these competencies 61-80% of the time and 27% of teachers responding that their students demonstrate these competencies 81-100% of the time. Furthermore, 11% of teachers indicated that their students think through the consequences of their actions 81-100% of the time, which fell below the percentage of teachers who responded in this range for the other three questions in this domain by at least 10%. Alternatively, 52% of teachers indicated that their students understand the difference between what's right and wrong 81-100% of the time, which more than doubled the percentage of teachers who responded in this range for the other three questions in this domain. See Figure 18 for a breakdown of teachers' ratings.

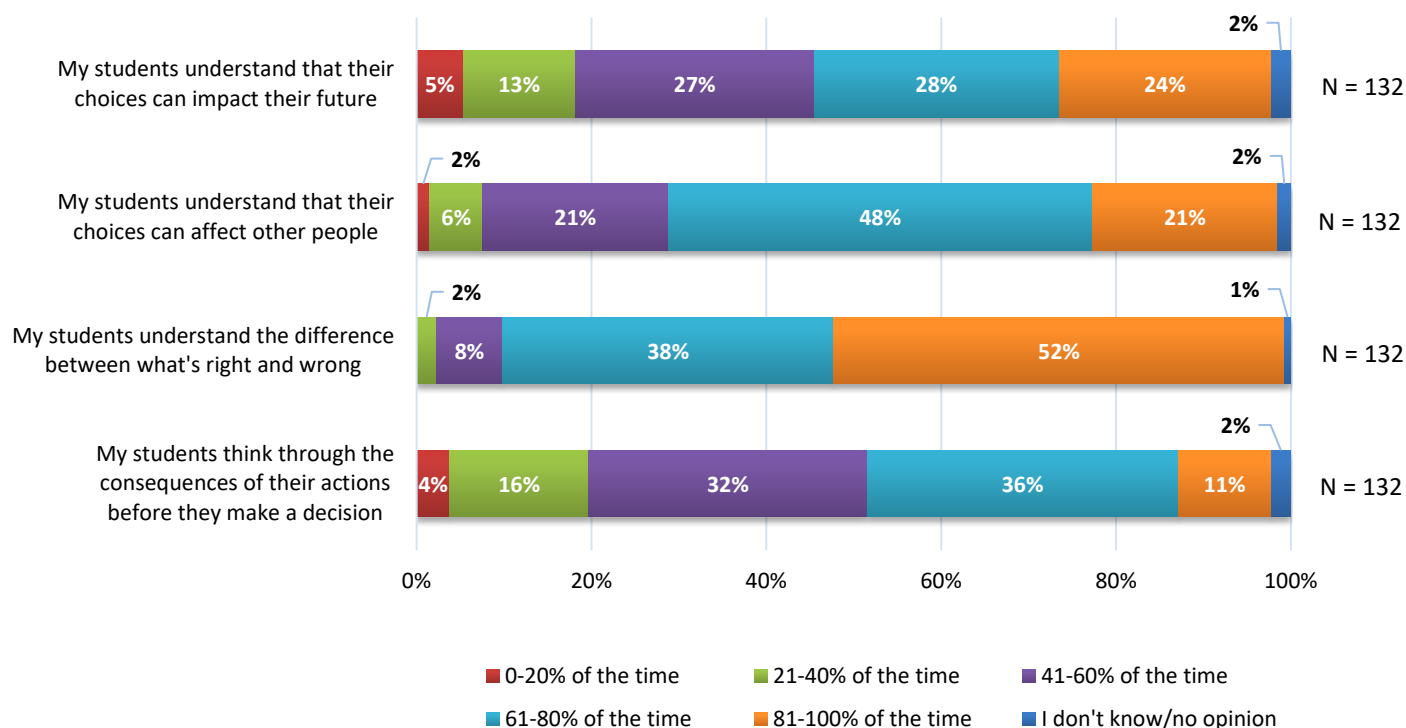


Figure 18. The Percentage of Time Teachers Feel Their Students Demonstrate Critical Thinking and Decision-Making Skills

HEALTHY RELATIONSHIPS

To assess students' ability to develop and maintain Healthy Relationships, teachers were asked to indicate the percentage of the time that their students (1) have a friend or peer at school who helps them when they're having a hard time; (2) are good friends to other people; (3) are good at communicating with other students and teachers at their school; and (4) are good at solving problems they have with other people. With the transformed rating scale, there were five response options which ranged from 0%-100% in 20% increments as well as a sixth option of *I don't know/no response*.

On average across the four items, 75% of teachers indicated that their students demonstrate the ability to develop and maintain Healthy Relationships the majority of the time, with 46% of teachers responding that their students exhibit Healthy Relationship skills 61-80% of the time and 29% of teachers responding that their students exhibit these skills 81-100% of the time. Most teachers (91%) responded that that their students have a friend or peer at school who helps them when they're having a hard time 61-100% of the time, which was the highest percentage of teachers who responded in this range across the four items in this domain. Additionally, of the four items in this domain, teachers indicated that their students are good at solving problems they have with other people least often. See Figure 19 for a breakdown of teachers' ratings.

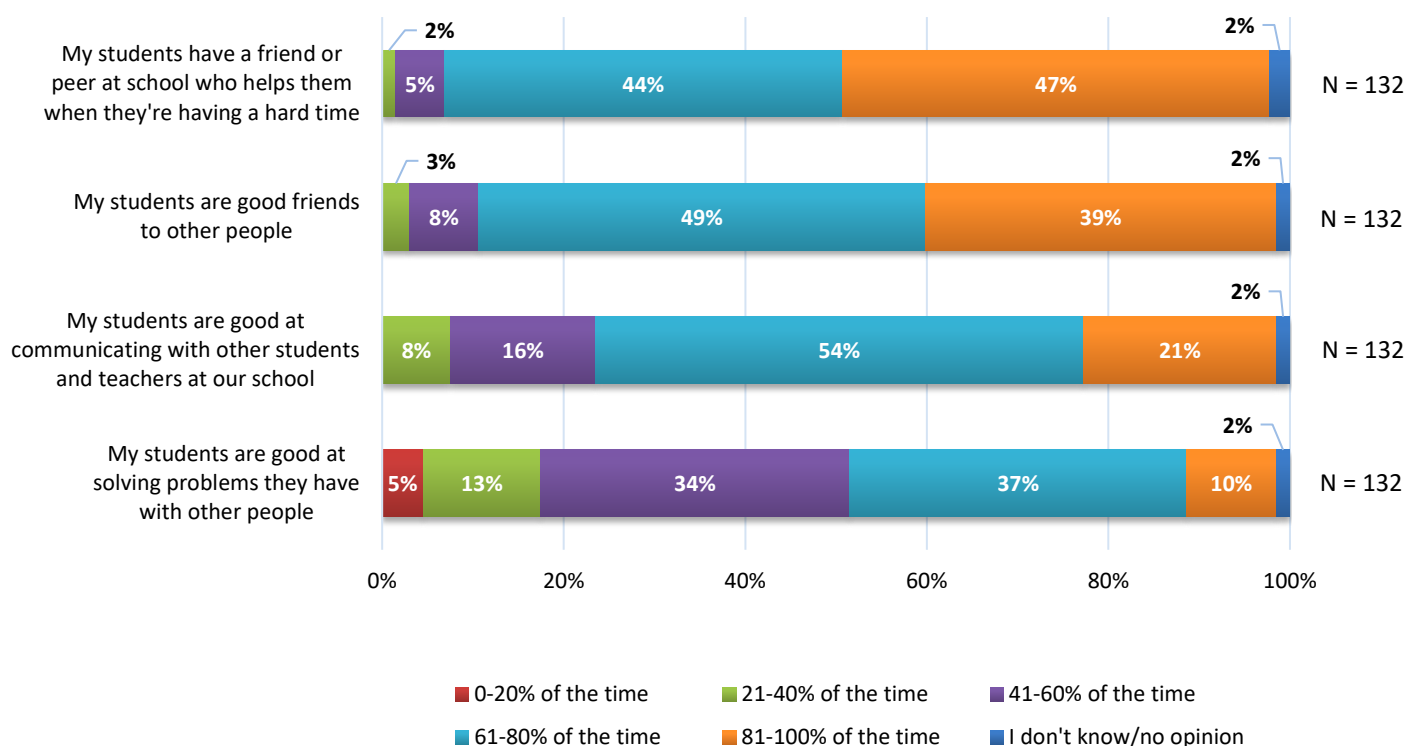


Figure 19. The Percentage of Time Teachers Feel Their Students Demonstrate Healthy Relationships

SCHOOL ENGAGEMENT AND ACHIEVEMENT OF LEARNING GOALS

To assess students' School Engagement and Achievement of Their Learning Goals, teachers were asked to indicate the percentage of time that their students (1) feel like they have a good understanding of the ideas being shared in their classroom; (2) are able to pay attention in class; (3) like to participate in classroom or school activities; and (4) can learn to do most things if they set their mind on it and work hard. With the transformed rating scale, there were five response options which ranged from 0%-100% in 20% increments as well as a sixth option of *I don't know/no response*.

On average across the four items, 89% of teachers indicated that their students demonstrate School Engagement and Achievement of Their Learning Goals the majority of the time, with 45% of teachers indicating that their students do so 61-80% of the time and 44% of teachers indicating that their students do so 81-100% of the time. Most teachers (97%) responded that if their students set their mind on it and work hard, they can learn to do most things 61-100% of the time, which was the highest percentage of teachers who responded in this range across the four items in this domain. See Figure 20 for a breakdown of teachers' ratings.

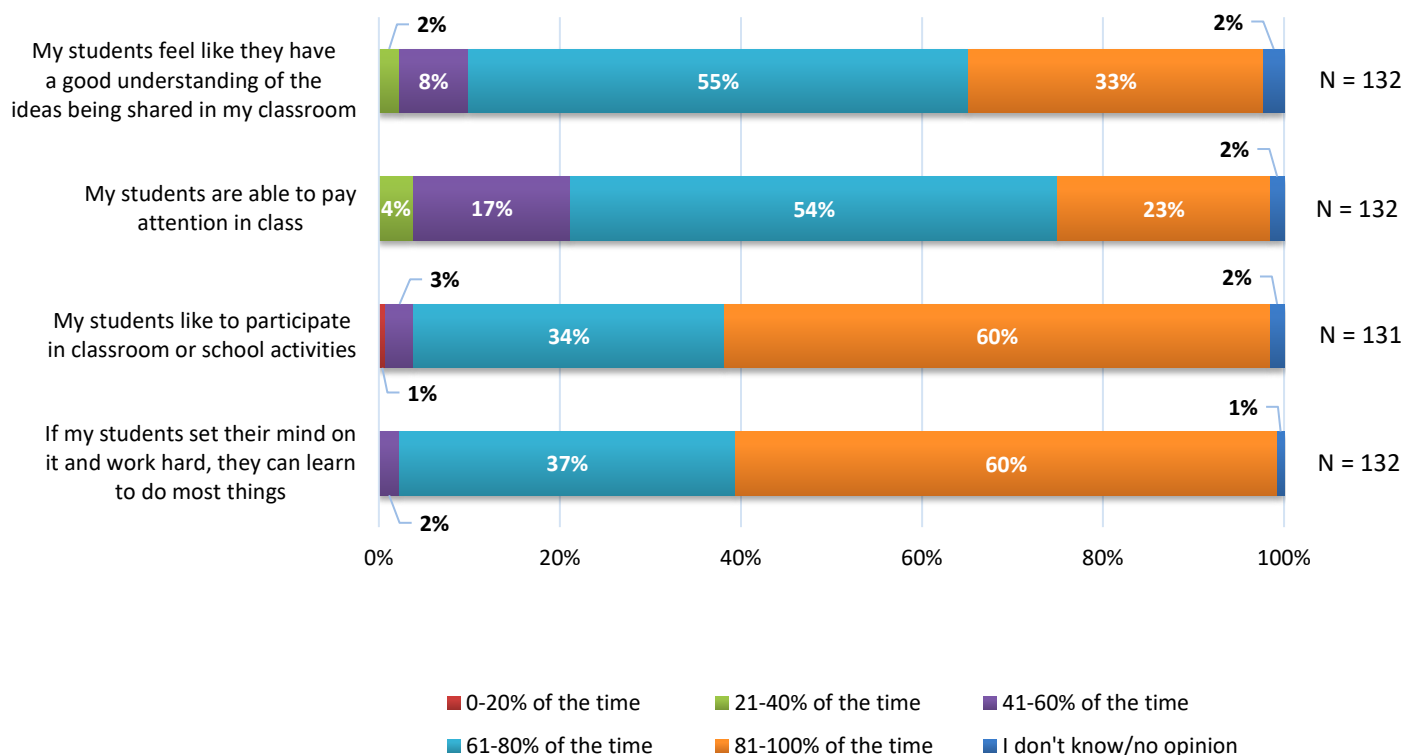


Figure 20. The Percentage of Time Teachers Feel Their Students Demonstrate School Engagement and Achievement of Their Learning Goals

Differences Across SEL Domains

Next, we investigated whether there were differences in teacher's perceptions of their students' SEL across the six domains for each of the grade ranges (i.e., K-2; Grade 3-4; Grade 5-7). In cases where teachers have split-grade classes with students who fall into different grade ranges (e.g., they teach Grades 2 and 3), the teachers' data was included in the analyses for each grade range.

K-2 TEACHERS

To analyze whether there were differences in K-2 teachers' perceptions of their students' SEL across the six domains, teachers' responses were aggregated across items within each domain to provide a single score that ranged from 1-5 for each domain. Teachers' Likert scale responses were scored as the following: (1) 0-20% of the time = 1; (2) 21-40% of the time = 2; (3) 41-60% of the time = 3; (4) 61-80% of the time = 4; (5) 81-100% of the time = 5. I don't know/No opinion responses were excluded. Higher ratings indicate that teachers feel their students demonstrate SEL outcomes more often.

A total of 50 teachers' responses were included in this analysis. Across domains, teachers indicated that their students feel a Sense of Belonging and Connection to Their Classroom and School most often and demonstrate Critical Thinking and Decision Making least often. See Figure 21 for a breakdown of teachers' ratings across the six SEL domains.

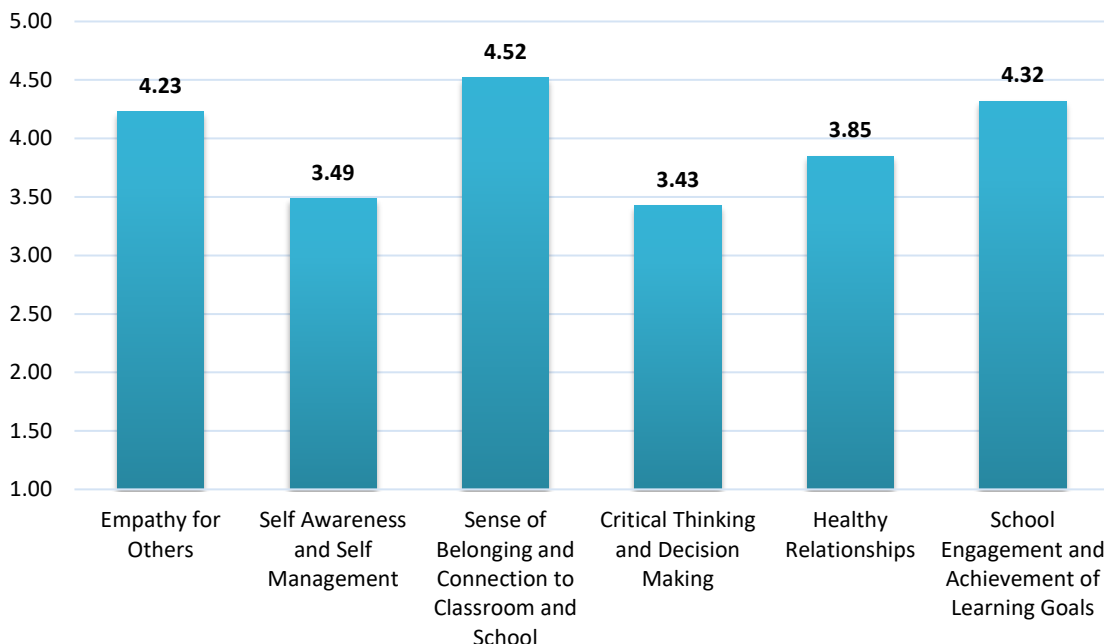


Figure 21. K-2 Teachers' Mean Ratings of their Students' SEL Across the Six SEL Domains

GRADE 3-4 TEACHERS

To analyze whether there were differences in Grade 3-4 teachers' perceptions of their students' SEL across the six domains, teachers' responses were aggregated across items within each domain to provide a single score that ranged from 1-5 for each domain. Teachers' Likert scale responses were scored as the following: (1) 0-20% of the time = 1; (2) 21-40% of the time = 2; (3) 41-60% of the time = 3; (4) 61-80% of the time = 4; (5) 81-100% of the time = 5. I don't know/No opinion responses were excluded. Higher ratings indicate that teachers feel their students demonstrate SEL outcomes more often.

A total of 44 teachers' responses were included in this analysis. Across domains, teachers indicated that their students feel a Sense of Belonging and Connection to Their Classroom and School most often and demonstrate Self-Awareness and Self-Management least often. See Figure 22 for a breakdown of teachers' ratings across the six SEL domains.

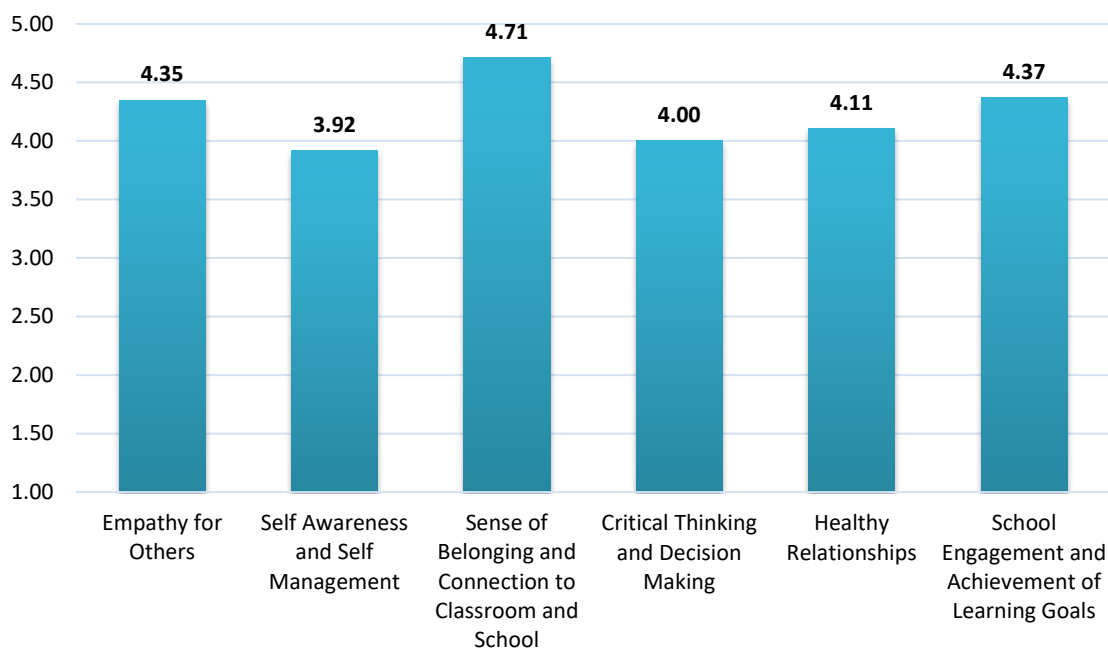


Figure 22. Grade 3-4 Teachers' Mean Ratings of their Students' SEL Across the Six SEL Domains

GRADE 5-7 TEACHERS

To analyze whether there were differences in Grade 5-7 teachers' perceptions of their students' SEL across the six domains, teachers' responses were aggregated across items within each domain to provide a single score that ranged from 1-5 for each domain. Teachers' Likert scale responses were scored as the following: (1) 0-20% of the time = 1; (2) 21-40% of the time = 2; (3) 41-60% of the time = 3; (4) 61-80% of the time = 4; (5) 81-100% of the time = 5. I don't know/No opinion responses were excluded. Higher ratings indicate that teachers feel their students demonstrate SEL outcomes more often.

A total of 52 teachers' responses were included in this analysis. Across domains, teachers indicated that their students feel a Sense of Belonging and Connection to Their Classroom and School most often and demonstrate Self-Awareness and Self-Management least often. See Figure 23 for a breakdown of teachers' ratings across the six SEL domains.

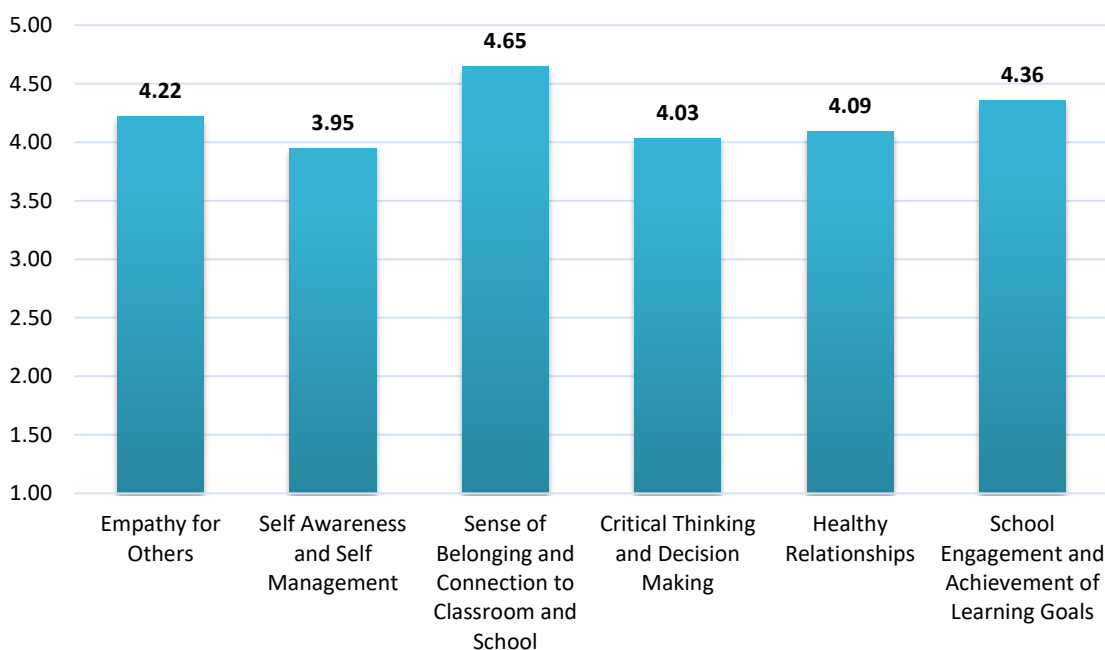


Figure 23. Grade 5-7 Teachers' Mean Ratings of their Students' SEL Across the Six SEL Domains

Correlations Between SEL Domains

Finally, we investigated whether there were correlations between teacher’s perceptions of their students’ SEL on each of the six domains. We conducted correlational analyses for each of the grade ranges (i.e., K-2; Grade 3-4; Grade 5-7). In cases where teachers have split-grade classes with students who fall into different grade ranges (e.g., they teach Grades 2 and 3), the teachers’ data was included in the analyses for each grade range.

K-2 TEACHERS

Among teachers currently teaching K-2 students, there were moderate positive correlations between teachers’ ratings of their students’ Empathy for Others and their ratings for all other domains. Additionally, there were strong positive correlations between K-2 teachers’ ratings of students’ Self-Awareness and Self-Management and their ratings of students’ Critical Thinking and Decision Making, Healthy Relationships, and School Engagement and Achievement of Learning Goals. See Table 1 for a breakdown of correlation coefficients between domains as well as the legend for interpreting the size of the coefficients.

Coefficient Interval	Correlation Size
0.00-0.19	Very Weak
0.20-0.39	Weak
0.40-0.59	Moderate
0.60-0.79	Strong
0.80-1.00	Very Strong

Table 1. Correlations Between SEL Domains

Empathy for Others	-					
Self-Awareness and Self-Management	.58	-				
Sense of Belonging and Connection to Classroom and School	.53	.53	-			
Critical Thinking and Decision Making	.57	.80	.47	-		
Healthy Relationships	.58	.75	.61	.73	-	
School Engagement and Achievement of Learning Goals	.49	.67	.59	.52	.63	-
	Empathy for Others	Self-Awareness and Self-Management	Sense of Belonging and Connection to Classroom and School	Critical Thinking and Decision Making	Healthy Relationships	School Engagement and Achievement of Learning Goals

GRADE 3-4 TEACHERS

Among teachers currently teaching Grade 3-4 students, there were moderate positive correlations between teachers' ratings of their students' Empathy for Others and their ratings for all other domains, except Critical Thinking and Decision Making, for which there was a strong positive correlation. Additionally, there was a very strong positive correlation between Grade 3-4 teachers' ratings of students' Self-Awareness and Self-Management and their ratings of students' Critical Thinking and Decision Making. There were also strong positive correlations between Grade 3-4 teachers' ratings of students' Critical Thinking and Decision Making, Healthy Relationships, and School Engagement and Achievement of Learning Goals. See Table 2 for a breakdown of correlation coefficients between domains as well as the legend for interpreting the size of the coefficients.

Coefficient Interval	Correlation Size
0.00-0.19	Very Weak
0.20-0.39	Weak
0.40-0.59	Moderate
0.60-0.79	Strong
0.80-1.00	Very Strong

Table 2. *Correlations Between SEL Domains*

Empathy for Others	-					
Self-Awareness and Self-Management	.52	-				
Sense of Belonging and Connection to Classroom and School	.58	.36	-			
Critical Thinking and Decision Making	.62	.84	.36	-		
Healthy Relationships	.59	.76	.39	.79	-	
School Engagement and Achievement of Learning Goals	.46	.76	.56	.76	.66	-
	Empathy for Others	Self-Awareness and Self-Management	Sense of Belonging and Connection to Classroom and School	Critical Thinking and Decision Making	Healthy Relationships	School Engagement and Achievement of Learning Goals

GRADE 5-7 TEACHERS

Among teachers currently teaching Grade 5-7 students, there were strong positive correlations between teachers' ratings of their students' Empathy for Others and their ratings for all other domains. Additionally, there were very strong positive correlations between Grade 5-7 teachers' ratings of students' Self-Awareness and Self-Management, Critical Thinking and Decision Making, Healthy Relationships, and School Engagement and Achievement of Learning Goals. There was only a moderate positive correlation between Grade 5-7 teachers' ratings of students' Self-Awareness and Self-Management and Sense of Belonging and Connection to Their Classroom and School. See Table 3 for a breakdown of correlation coefficients between domains as well as the legend for interpreting the size of the coefficients.

Coefficient Interval	Correlation Size
0.00-0.19	Very Weak
0.20-0.39	Weak
0.40-0.59	Moderate
0.60-0.79	Strong
0.80-1.00	Very Strong

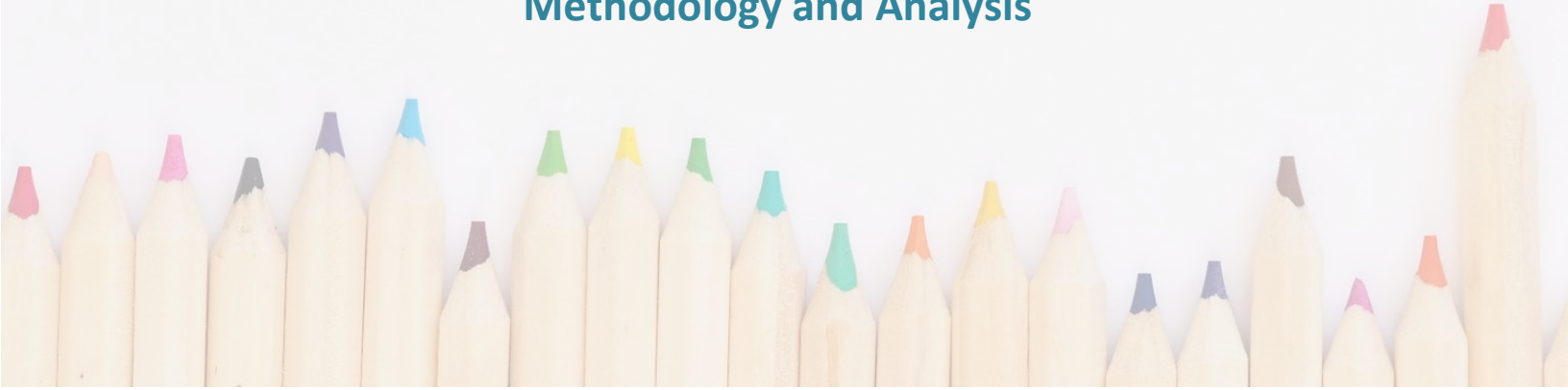
Table 3. Correlations Between SEL Domains

Empathy for Others	-					
Self-Awareness and Self-Management	.64	-				
Sense of Belonging and Connection to Classroom and School	.62	.56	-			
Critical Thinking and Decision Making	.75	.87	.63	-		
Healthy Relationships	.72	.82	.66	.87	-	
School Engagement and Achievement of Learning Goals	.75	.82	.62	.88	.82	-
	Empathy for Others	Self-Awareness and Self-Management	Sense of Belonging and Connection to Classroom and School	Critical Thinking and Decision Making	Healthy Relationships	School Engagement and Achievement of Learning Goals

Grade K-2 SEL Lead Initiative Survey Data



Methodology and Analysis



Teachers were invited to have their students complete an age-appropriate survey that measured their self-perceptions of their own SEL competencies in each of six domains: (1) Empathy for Others; (2) Self-Awareness and Self-Management; (3) Sense of Belonging and Connection to Their Classroom and School; (4) Critical Thinking and Decision Making; (5) Healthy Relationships; and (6) School Engagement and Achievement of Their Learning Goals (see Appendix B). There were 10 items in total.

SEL Leads facilitated the administration of the surveys to K-2 students within their schools. SEL Leads first put out a call within their respective schools to determine which teachers were interested in having their students complete this survey. SEL Leads provided interested teachers with the survey materials. Students completed the surveys between February and March, 2022. Overall, 1,445 students from 31 schools completed the K-2 surveys. Most students were in Kindergarten, Grade 1, or Grade 2, but there were some Grade 3 students who completed this survey as well. Data was compiled into Excel sheets and prepared for analysis.

The quantitative questions consisted of several statements for which students had to indicate how often they feel that they demonstrate certain SEL competencies or experienced SEL outcomes (e.g., belongingness). They had 5 response options, including (1) None of the time; (2) A little bit of the time; (3) Sometimes; (4) Most of the time; and (5) All of the time. Of all the responses across items, 0.83% were blank (i.e., students didn't circle any responses) and 1.46% included multiple responses (i.e., students circled multiple responses and their final response was unclear).

Quantitative data from close-ended survey items (i.e., Likert scale) was calculated and represented as the percentage of students' responses that fell into each of the five response categories. Additionally, we calculated aggregate ratings to provide an overall indication of students' SEL in each of the six domains.

EMPATHY FOR OTHERS

To assess K-2 students' Empathy for Others, students were asked to indicate how often they (1) show care for others when they get upset and (2) care about how other people. There were five response options which ranged from *None of the Time* to *All of the Time*.

Students' responses were highly consistent across both items in this domain. On average across the two items, 81% of students indicated that they demonstrate Empathy for Others the majority of the time, with 19% indicating that they do so most of the time and 62% indicating that they do so all of the time. See Figure 24 for a breakdown of students' ratings.

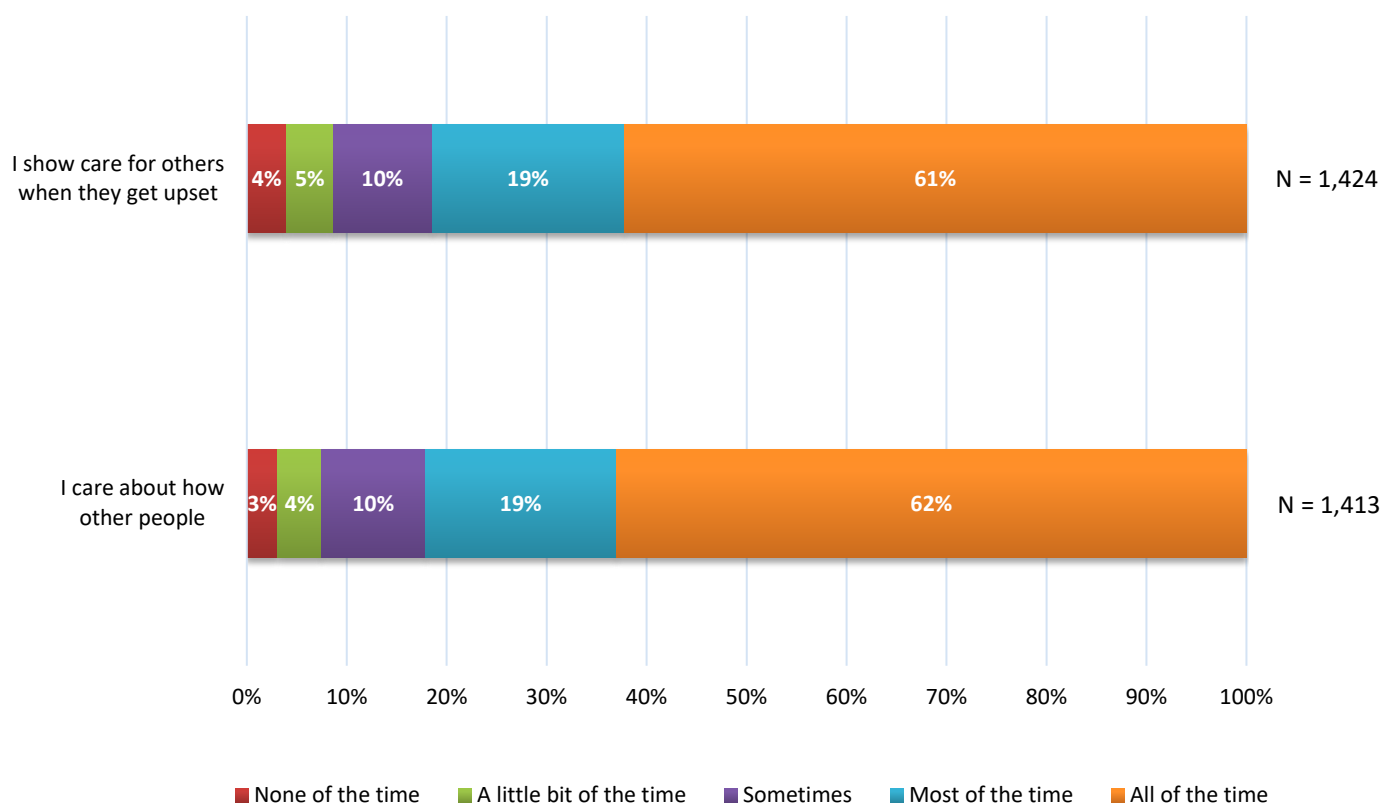


Figure 24. The Amount of Time K-2 Students Feel They Demonstrate Empathy for Others

SELF-AWARENESS AND SELF-MANAGEMENT

To assess K-2 students' Self-Awareness, students were asked to indicate how often they can name their feelings. There were five response options which ranged from *None of the Time* to *All of the Time*.

67% of students indicated that they have self-awareness in that they can name their feelings most of the time (18%) or all of the time (49%). 15% of students indicated that they can name their feelings sometimes. See Figure 25 for a breakdown of students' ratings.

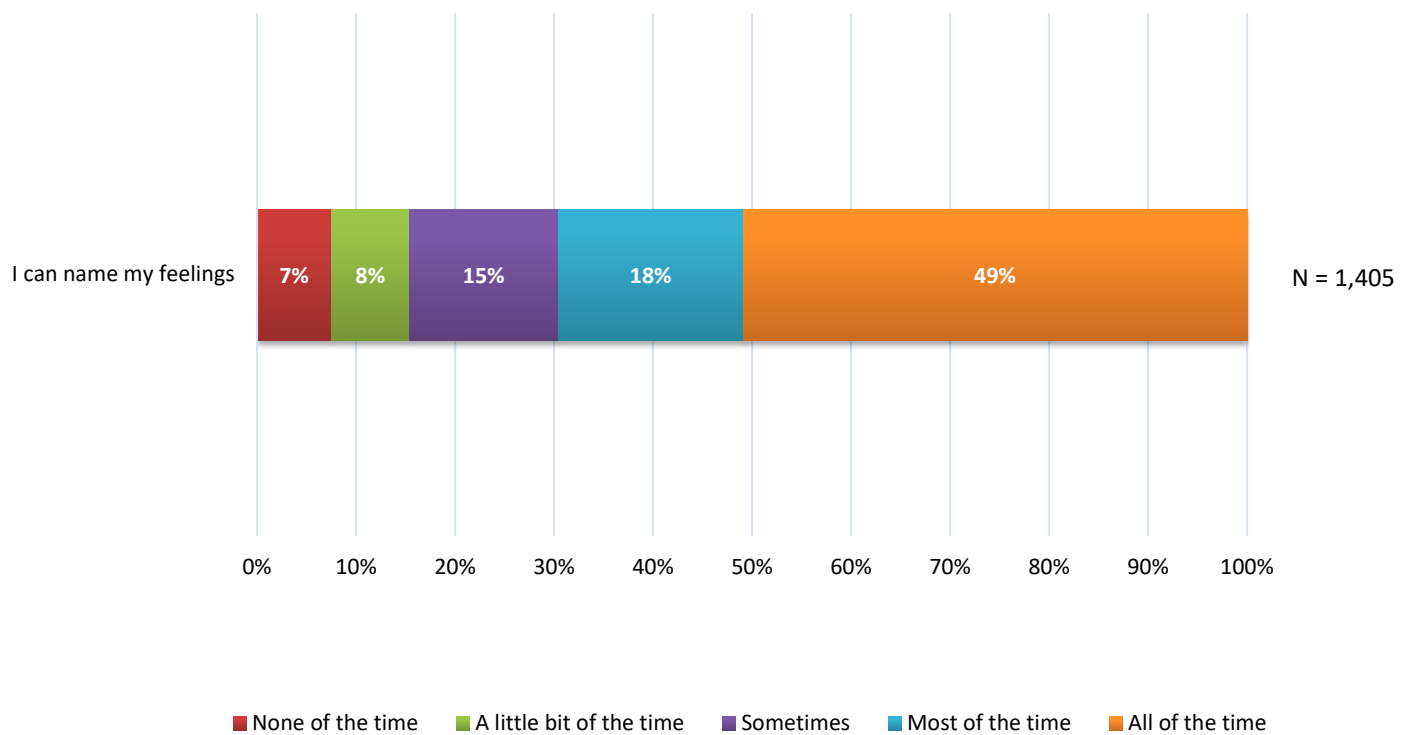


Figure 25. The Amount of Time K-2 Students Feel They Demonstrate Self-Awareness and Self-Management

SENSE OF BELONGING AND CONNECTION TO CLASSROOM AND SCHOOL

To assess K-2 students' Sense of Belonging and Connection to Their Classroom and School, students were asked to indicate how often (1) they have a friend at their school who really cares about them and (2) there is at least one adult at their school who really cares about them. There were five response options which ranged from *None of the Time* to *All of the Time*.

On average across the two items, 81% of students indicated that they felt a Sense of Belonging and Connection to Their Classroom and School most of the time (13%) or all of the time (67%). A slightly higher percentage of students indicated that they have a friend at school who really cares about them all of the time (70%) compared to the percentage of students who indicated there is at least one adult at school who really cares about them all of the time (63%). See Figure 26 for a breakdown of students' ratings.

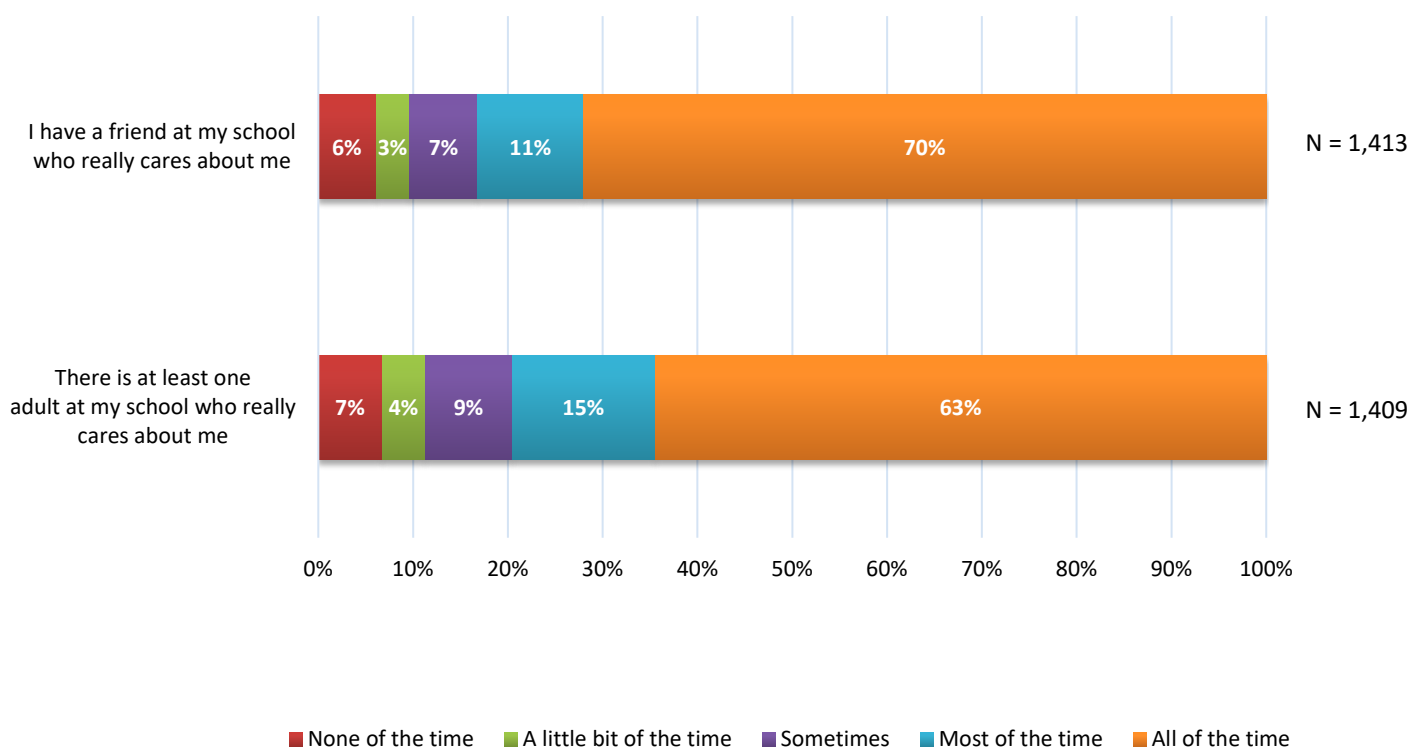


Figure 26. The Amount of Time K-2 Students Feel a Sense of Belonging and Connection to Their Classroom and School

CRITICAL THINKING AND DECISION MAKING

To assess K-2 students' Critical Thinking and Decision Making, students were asked to indicate how often they (1) make good choices that do not get them into trouble and (2) know what's right and wrong. There were five response options which ranged from *None of the Time* to *All of the Time*.

On average across the two items, 72% of students indicated that they demonstrate critical thinking and decision-making capacities most of the time (24%) or all of the time (48%). Additionally, 16% of students indicated that they demonstrate these capacities sometimes. See Figure 27 for a breakdown of students' ratings.

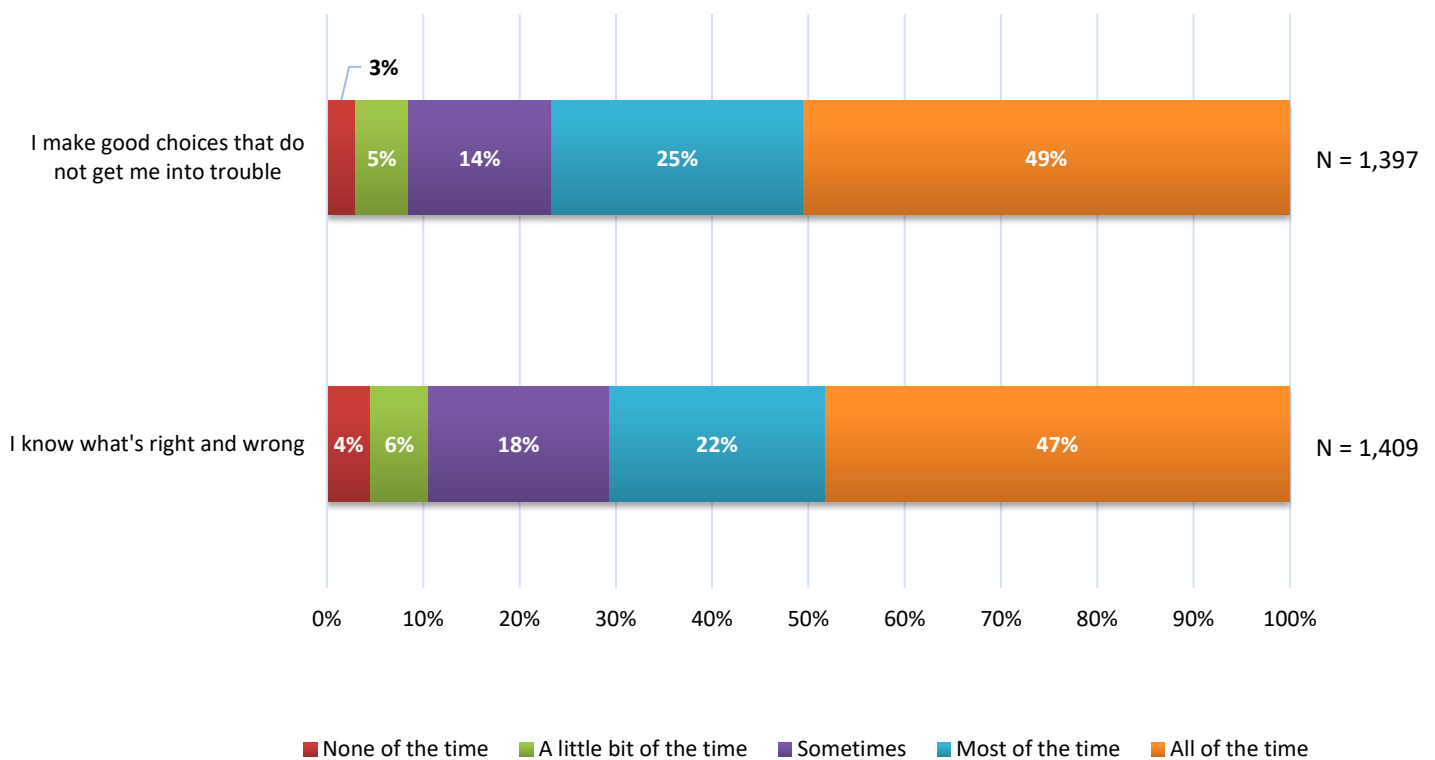


Figure 27. The Amount of Time K-2 Students Feel They Demonstrate Critical Thinking and Decision Making

HEALTHY RELATIONSHIPS

To assess K-2 students' ability to develop and maintain Healthy Relationships, students were asked to indicate how often they feel like they are a good friend to other people. There were five response options which ranged from *None of the Time* to *All of the Time*.

64% of students indicated that they feel like they are a good friend to other people all of the time, while 21% of students felt this way most of the time. Furthermore, 9% of students indicated that they feel this way sometimes, 3% indicated that they feel this way a little bit of the time, and 2% indicated that they feel this way none of the time. See Figure 28 for a breakdown of students' ratings.

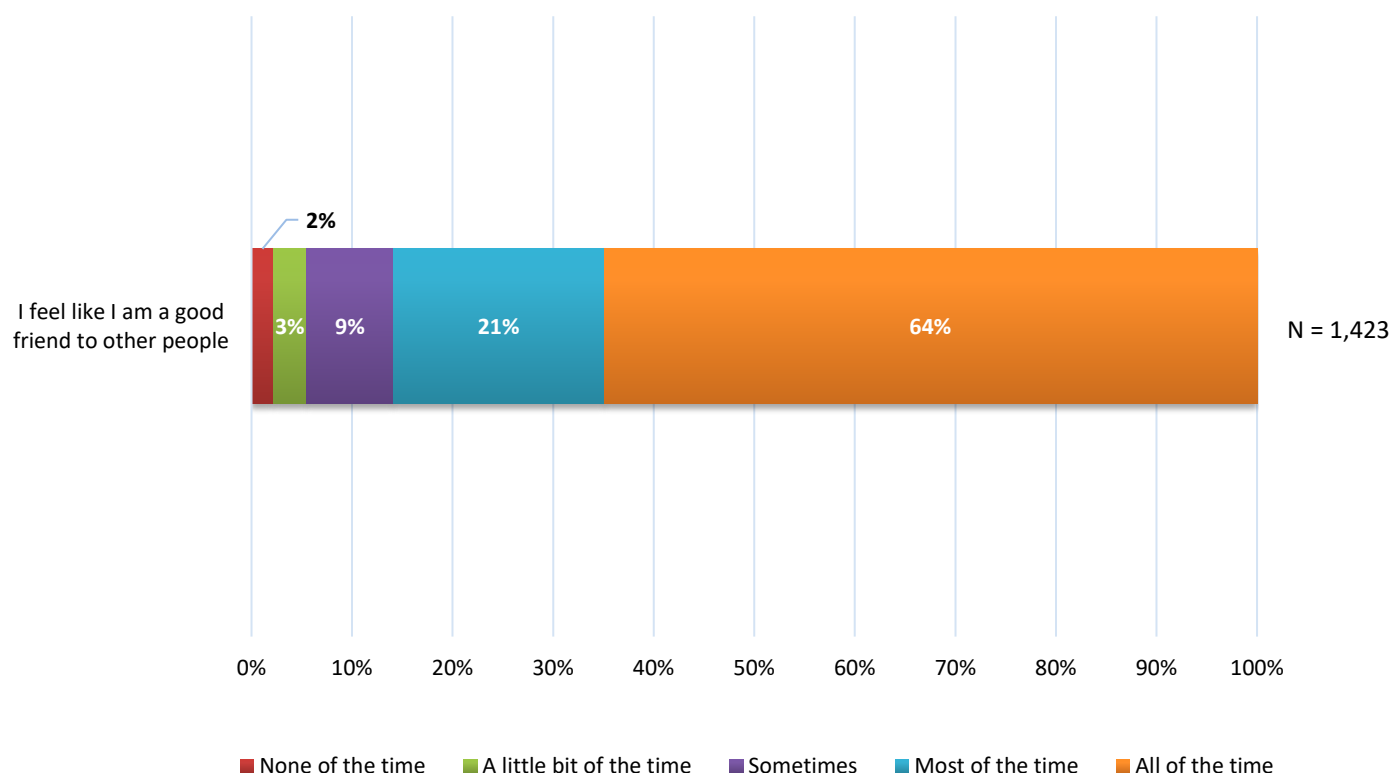


Figure 28. The Amount of Time K-2 Students Feel They Demonstrate Healthy Relationships

SCHOOL ENGAGEMENT AND ACHIEVEMENT OF LEARNING GOALS

To assess K-2 students' School Engagement and Achievement of Their Learning Goals, students were asked how often they (1) feel like they can listen in class and (2) like to participate in classroom or school activities. There were five response options which ranged from *None of the Time* to *All of the Time*.

On average across the two items, 78% of students felt they demonstrate School Engagement and Achievement of Their Learning Goals most of the time (24%) or all of the time (54%). A slightly higher percentage of students indicated that they feel like they can listen in class most or all of the time (81%) compared to the percentage of students who indicated that they like to participate in their classroom or school activities most or all of the time (75%). See Figure 29 for a breakdown of students' ratings.

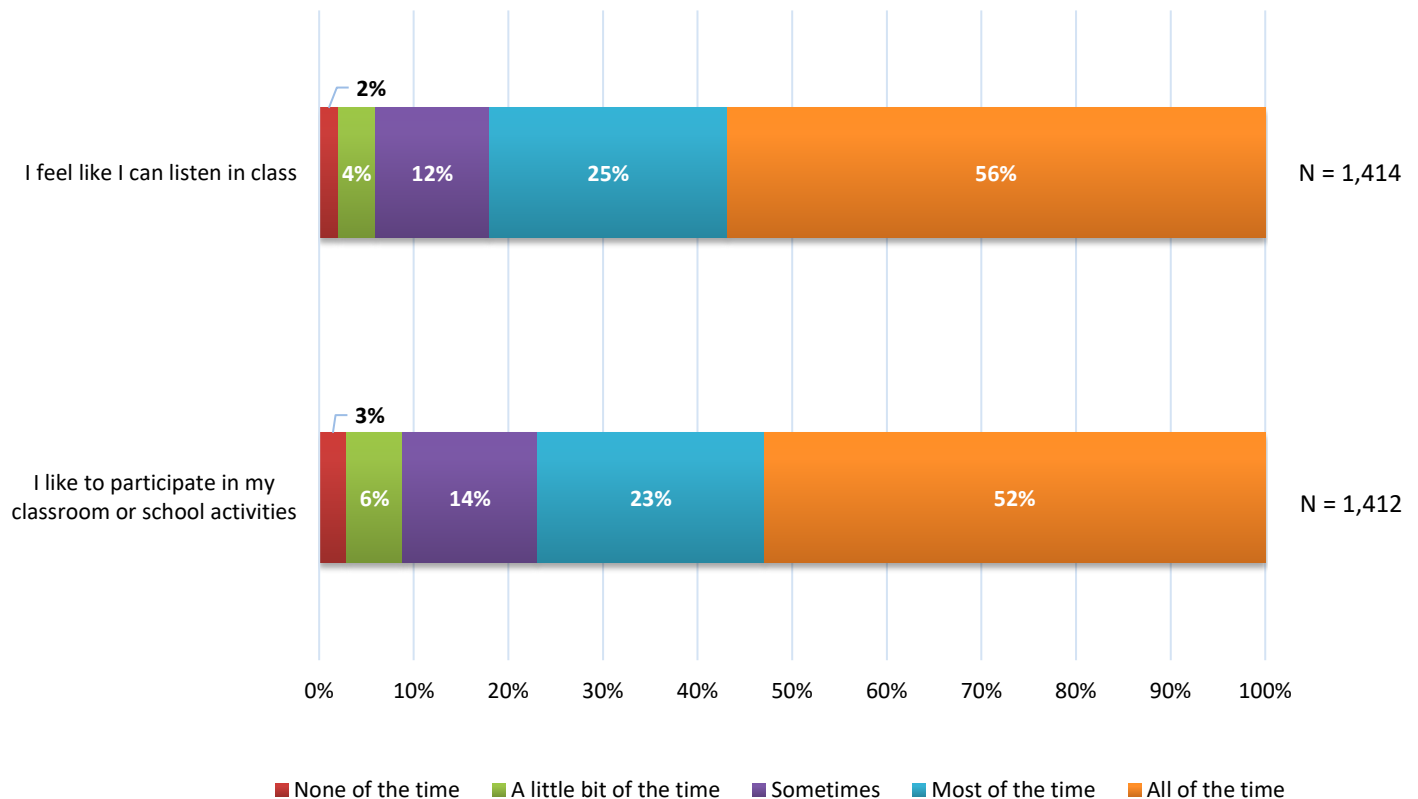


Figure 29. The Amount of Time K-2 Students Feel They Demonstrate School Engagement and Achievement of Their Learning Goals

DIFFERENCES ACROSS SEL DOMAINS

To analyze whether there were differences in K-2 students' perceptions of their own SEL across the six domains, participants' responses were aggregated across items within each domain to provide a single score that ranged from 1-5 for each domain. Students' Likert scale responses were scored as the following: (1) None of the Time = 1; (2) A little bit of the time = 2; (3) Sometimes = 3; (4) Most of the time = 4; (5) All of the time = 5. Higher ratings indicate that students feel they demonstrate SEL outcomes more often. Across domains, students indicated that they demonstrate an ability to develop and maintain Healthy Relationships most often and demonstrate Self-Awareness and Self-Management least often. See Figure 30 for a breakdown of students' ratings across the six SEL domains.

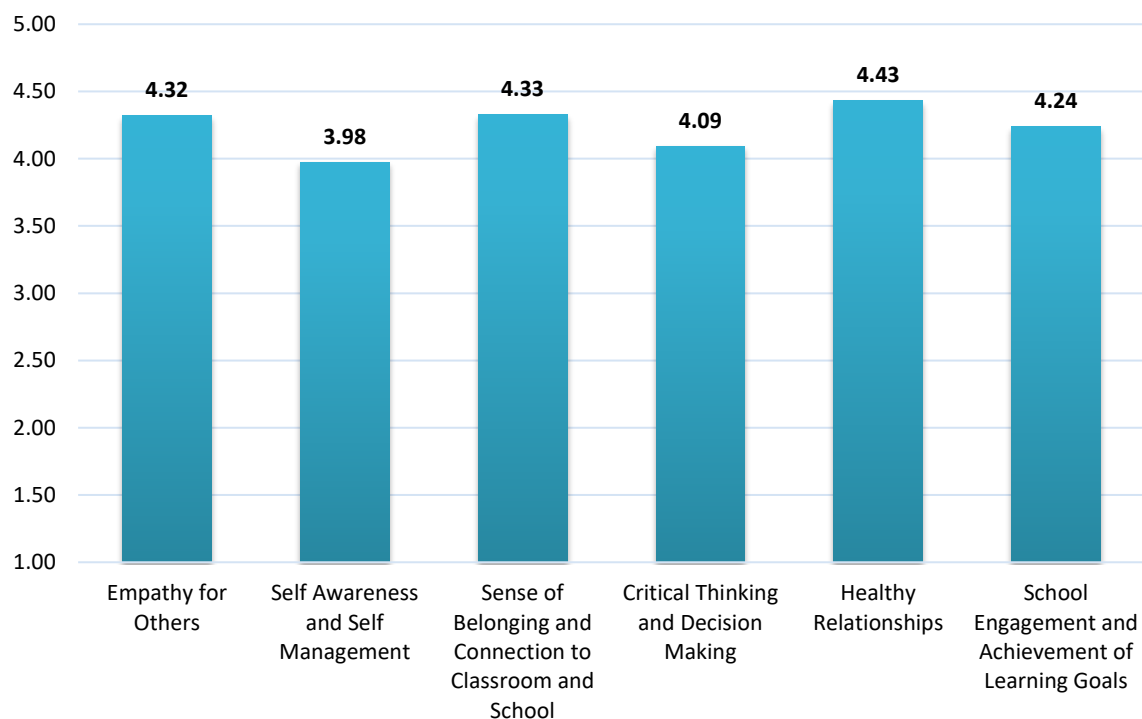


Figure 30. K-2 Students' Mean Ratings of their Own SEL Across the Six SEL Domains

We conducted a Repeated Measures Analysis of Variance (ANOVA) statistical test to determine whether there were differences in K-2 students' perceptions of their own SEL competencies and outcomes across the six domains. The ANOVA revealed a significant effect of domain, suggesting that there were differences in students' SEL across domains, $F(4.15, 5993.32) = 67.28, p < .001$. Therefore, we conducted follow-up pairwise comparisons with a Bonferroni correction to correct for multiple comparisons. These analyses revealed several significant differences in students' SEL competencies and outcomes across domains. See Table 4 for a breakdown of statistically significant differences across domains. Significant differences are denoted with asterisks and effect sizes are reported. Larger effect sizes indicate a greater difference between domains.

First, K-2 students' Empathy for Others ratings were significantly higher than their Self-Awareness and Self-Management, Critical Thinking and Decision Making, and School Engagement and Achievement of Learning Goals ratings. The size of each of these differences was small, as indicated by effect sizes between 0-0.49. Additionally, students' Self-Awareness and Self-Management ratings were significantly lower than their ratings across all other domains. Again, the size of these differences was small. Finally, students' Critical Thinking and Decision Making ratings were significantly lower than their ratings in all other domains except for Self-Awareness and Self-Management. These differences were small.

Table 4. Statistical Tests of Differences Across Domains

Empathy for Others	-					
Self-Awareness and Self-Management	** 0.37	-				
Sense of Belonging and Connection to Classroom and School	NS	** 0.37	-			
Critical Thinking and Decision Making	** 0.25	** 0.17	** 0.25	-		
Healthy Relationships	NS	** 0.40	NS	** 0.29	-	
School Engagement and Achievement of Learning Goals	* 0.10	** 0.31	* 0.10	** 0.17	** 0.14	-
	Empathy for Others	Self-Awareness and Self-Management	Sense of Belonging and Connection to Classroom and School	Critical Thinking and Decision Making	Healthy Relationships	School Engagement and Achievement of Learning Goals

*Significant at the $p < .05$ level

**Significant at the $p < .001$ level

NS = No significant difference

CORRELATIONS BETWEEN SEL DOMAINS

Finally, we investigated whether there were correlations between the six SEL domains. There was a moderate positive correlation between K-2 students' Critical Thinking and Decision Making and School Engagement and Achievement of Learning Goals. All other correlations were positive and small. See Table 5 for a breakdown of correlation coefficients between domains as well as the legend for interpreting the size of the coefficients.

Coefficient Interval	Correlation Size
0.00-0.19	Very Weak
0.20-0.39	Weak
0.40-0.59	Moderate
0.60-0.79	Strong
0.80-1.00	Very Strong


Table 5. *Correlations Between SEL Domains*

Empathy for Others	-					
Self-Awareness and Self-Management	.30	-				
Sense of Belonging and Connection to Classroom and School	.32	.24	-			
Critical Thinking and Decision Making	.38	.30	.32	-		
Healthy Relationships	.34	.25	.30	.34	-	
School Engagement and Achievement of Learning Goals	.38	.25	.31	.43	.33	-
	Empathy for Others	Self-Awareness and Self-Management	Sense of Belonging and Connection to Classroom and School	Critical Thinking and Decision Making	Healthy Relationships	School Engagement and Achievement of Learning Goals

Grade 3-4 SEL Lead Initiative Survey Data



Methodology and Analysis



Teachers were invited to have their students complete an age-appropriate survey that measured their self-perceptions of their own SEL competencies in each of six domains: (1) Empathy for Others; (2) Self-Awareness and Self-Management; (3) Sense of Belonging and Connection to Their Classroom and School; (4) Critical Thinking and Decision Making; (5) Healthy Relationships; and (6) School Engagement and Achievement of Their Learning Goals (see Appendix C). There were 20 items in total.

SEL Leads facilitated the administration of the surveys to Grade 3-4 students within their schools. SEL Leads first put out a call within their respective schools to determine which teachers were interested in having their students complete this survey. SEL Leads provided interested teachers with the survey materials. Students completed the surveys between February and March, 2022. Overall, 1,140 students from 29 schools completed the Grade 3-4 SEL Lead Initiative surveys. Most students were in Grades 3 or 4, but there were some Grade 5 and Grade 7 students who completed this survey as well. Data was compiled into Excel sheets and prepared for analysis.

The quantitative questions consisted of several statements for which students had to indicate how often they feel that they demonstrate certain SEL competencies or experienced SEL outcomes (e.g., belongingness). They had 5 response options, including (1) None of the time; (2) A little bit of the time; (3) Sometimes; (4) Most of the time; and (5) All of the time. Of all the responses across items, 1.26% were blank (i.e., students didn't circle any responses) and 0.97% included multiple responses (i.e., students circled multiple responses and their final response was unclear).

Quantitative data from close-ended survey items (i.e., Likert scale) was calculated and represented as the percentage of students' responses that fell into each of the five response categories. Additionally, we calculated aggregate ratings to provide an overall indication of students' SEL in each of the six domains.

EMPATHY FOR OTHERS

To assess Grade 3-4 students' Empathy for Others, students were asked to indicate how often (1) it bothers them when they see someone being mean to someone else; (2) they try to understand how other people think and feel; (3) they try to cheer someone up when they are feeling sad; and (4) they care about how other people feel. There were five response options which ranged from *None of the Time* to *All of the Time*.

On average across the four items, 81% of students indicated that they demonstrate Empathy for Others the majority of the time, with 30% indicating that they do so most of the time, and 51% indicating that they do so all of the time. Across the four items in this domain, students indicated that they try to understand how other people think and feel least often and that they care about how other people feel most often. See Figure 31 for a breakdown of students' ratings.

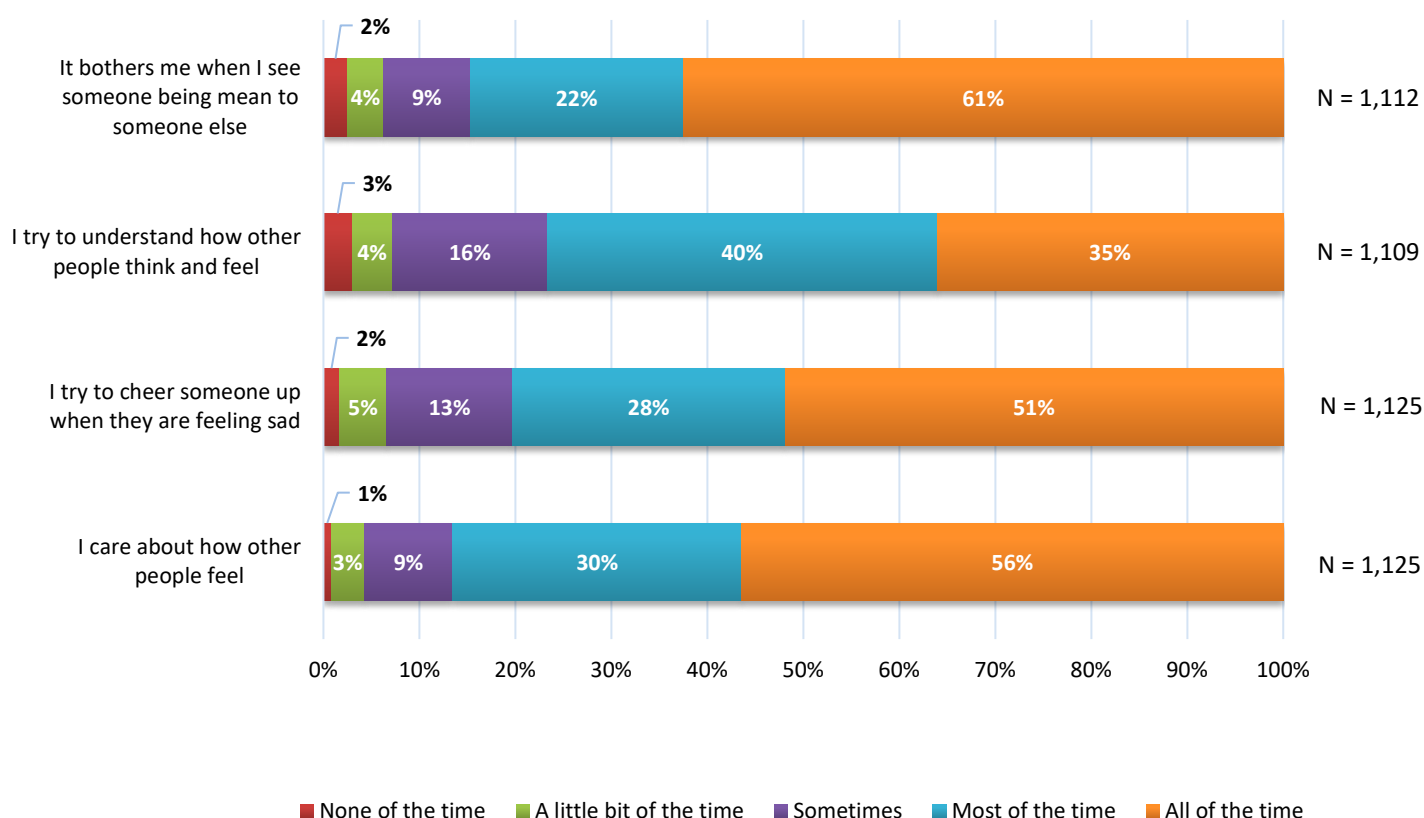


Figure 31. The Amount of Time Grade 3-4 Students Feel They Demonstrate Empathy for Others

SELF-AWARENESS AND SELF-MANAGEMENT

To assess Grade 3-4 students' Self-Awareness and Self-Management, students were asked to indicate how often they (1) can manage their emotions; (2) understand that their emotions affect their behaviours; and (3) know what their strengths and positive qualities are. There were five response options which ranged from *None of the Time* to *All of the Time*.

On average across the three items in this domain, 67% of students indicated that they demonstrate Self-Awareness and Self-Management most of the time (32%) or all of the time (35%). Of the three items in this domain, students indicated that they can manage their emotions least often. See Figure 32 for a breakdown of students' ratings.

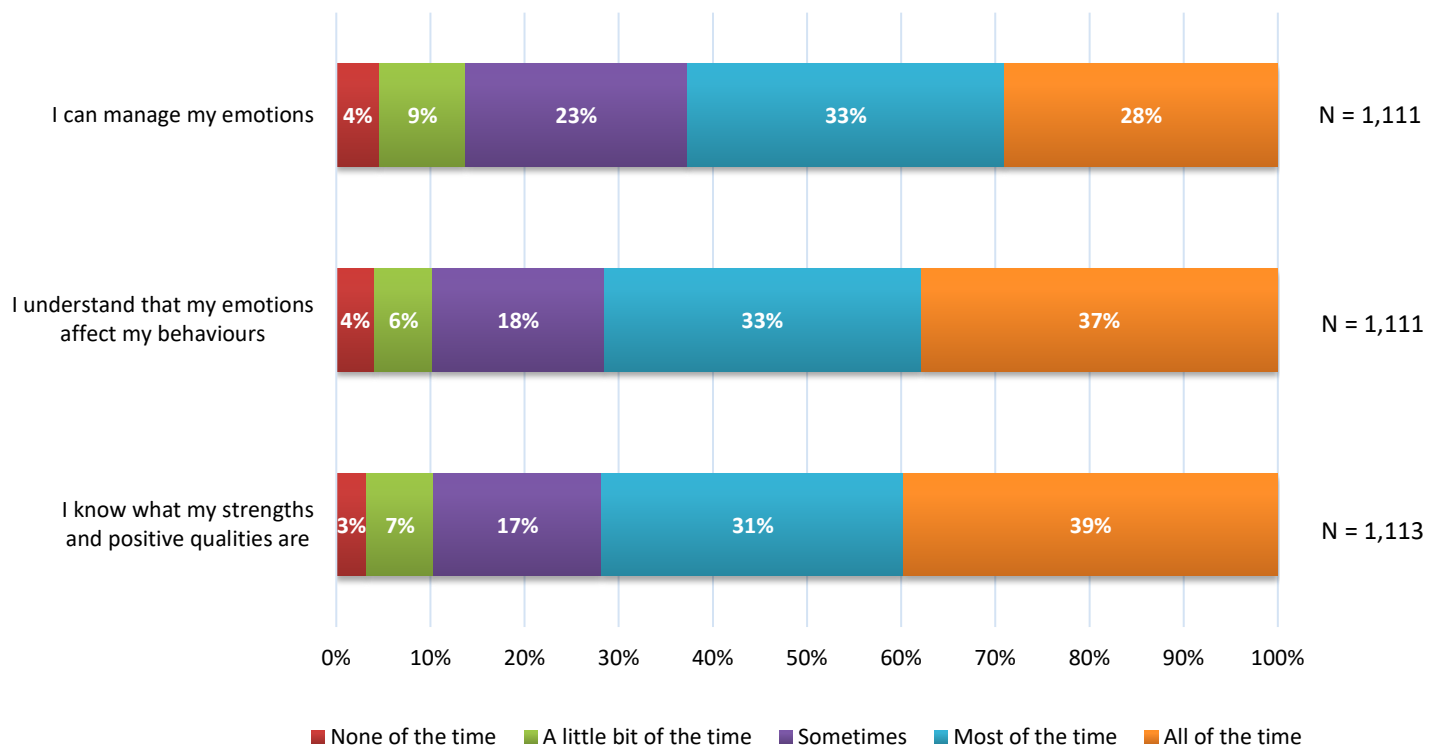


Figure 32. The Amount of Time Grade 3-4 Students Feel They Demonstrate Self-Awareness and Self-Management

SENSE OF BELONGING AND CONNECTION TO CLASSROOM AND SCHOOL

To assess Grade 3-4 students' Sense of Belonging and Connection to Their Classroom and School, students were asked to indicate how often (1) they have a friend at their school who really cares about them; (2) they feel like they belong in their classroom and/or school; (3) there is at least one adult at their school who really cares about them; and (4) people in their classroom or school notice when they are good at something. There were five response options which ranged from *None of the Time* to *All of the Time*.

On average across the four items, 68% of students indicated that they felt a Sense of Belonging and Connection to Their Classroom and School most of the time (23%) or all of the time (45%). Over 50% of students felt that people in their classroom or school notice when they are good at something only sometimes or less (53%). Alternatively, over three-quarters of students (79%) indicated that they have a friend at school who really cares about them most of the time or more. See Figure 33 for a breakdown of students' ratings.

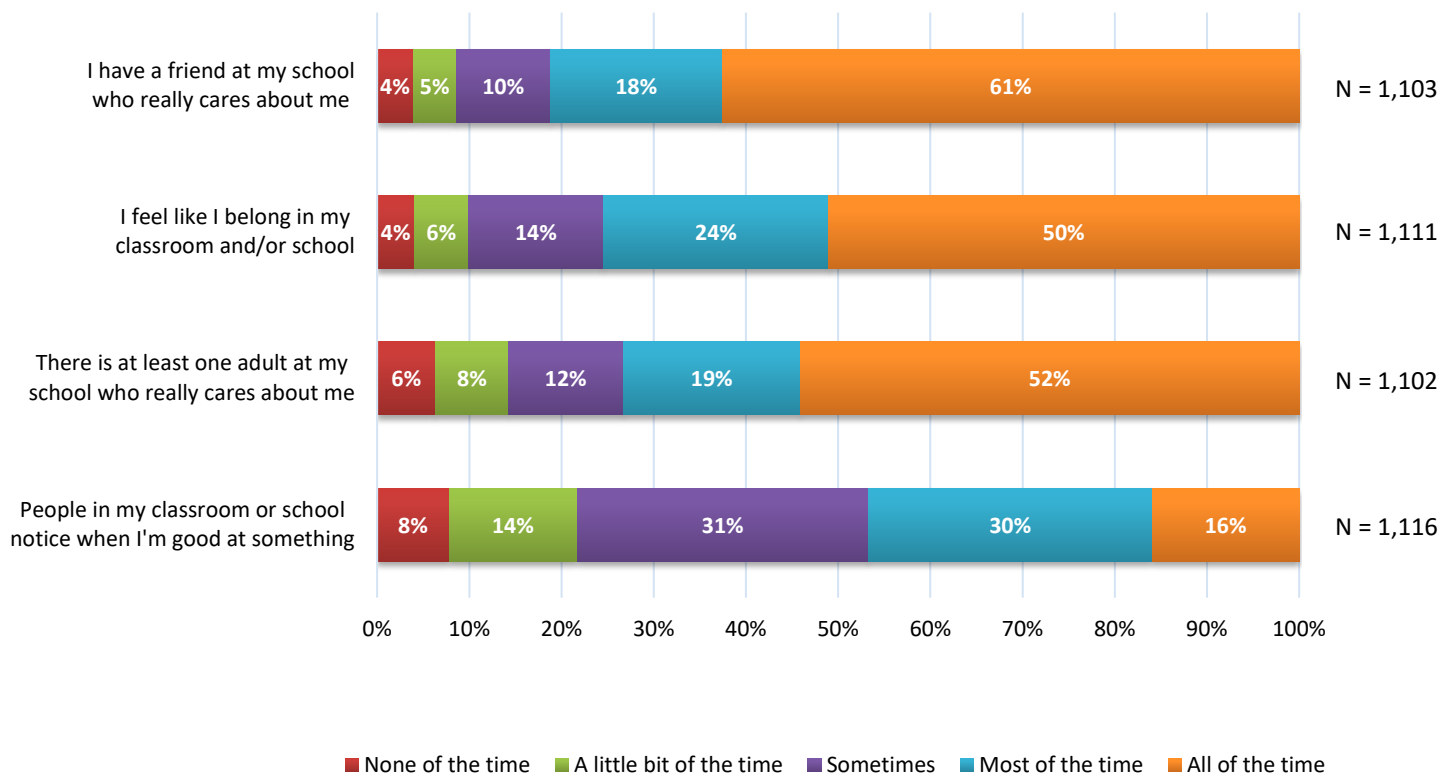


Figure 33. The Amount of Time Grade 3-4 Students Feel a Sense of Belonging and Connection to Their Classroom and School

CRITICAL THINKING AND DECISION MAKING

To assess Grade 3-4 students' Critical Thinking and Decision-Making skills, students were asked to indicate how often they (1) understand that their choices can affect other people; (2) understand the difference between what's right and wrong; and (3) think through the consequences of their actions before they make a decision. There were five response options which ranged from *None of the Time* to *All of the Time*.

On average across the three items, 68% of students indicated that they demonstrate Critical Thinking and Decision-Making skills most of the time (31%) or all of the time (37%). Students indicated that they think through the consequences of their actions before they make a decision least often and understand the difference between what's right and wrong most often. See Figure 34 for a breakdown of students' ratings.

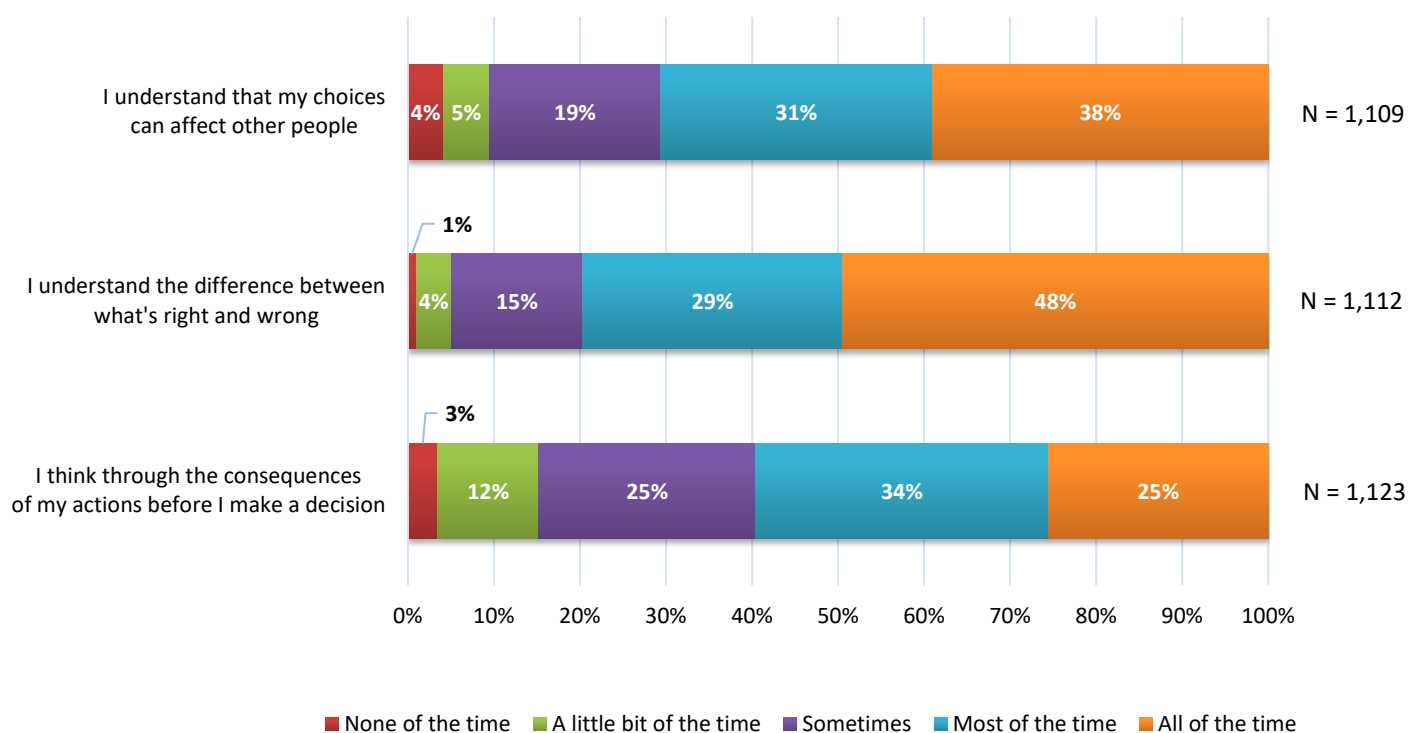


Figure 34. The Amount of Time Grade 3-4 Students Feel They Demonstrate Critical Thinking and Decision Making

HEALTHY RELATIONSHIPS

To assess Grade 3-4 students' ability to develop and maintain Healthy Relationships, students were asked to indicate how often they (1) have a friend or peer at school who helps them when they are having a hard time; (2) feel like they are a good friend to other people; and (3) are good at solving problems they have with other people. There were five response options which ranged from *None of the Time* to *All of the Time*.

On average across the three items, 70% of students indicated that they are able to develop and maintain Healthy Relationships most of the time (32%) or all of the time (38%). The percentage of students who indicated that they feel like they are good friend to other people most of the time or all of the time (84%) exceeded the percentage of students who fell into this range for the other two items in this domain by at least 14%. Additionally, of the three items in this domain, students indicated that they are good at solving problems they have with other people least often. See Figure 35 for a breakdown of students' ratings.

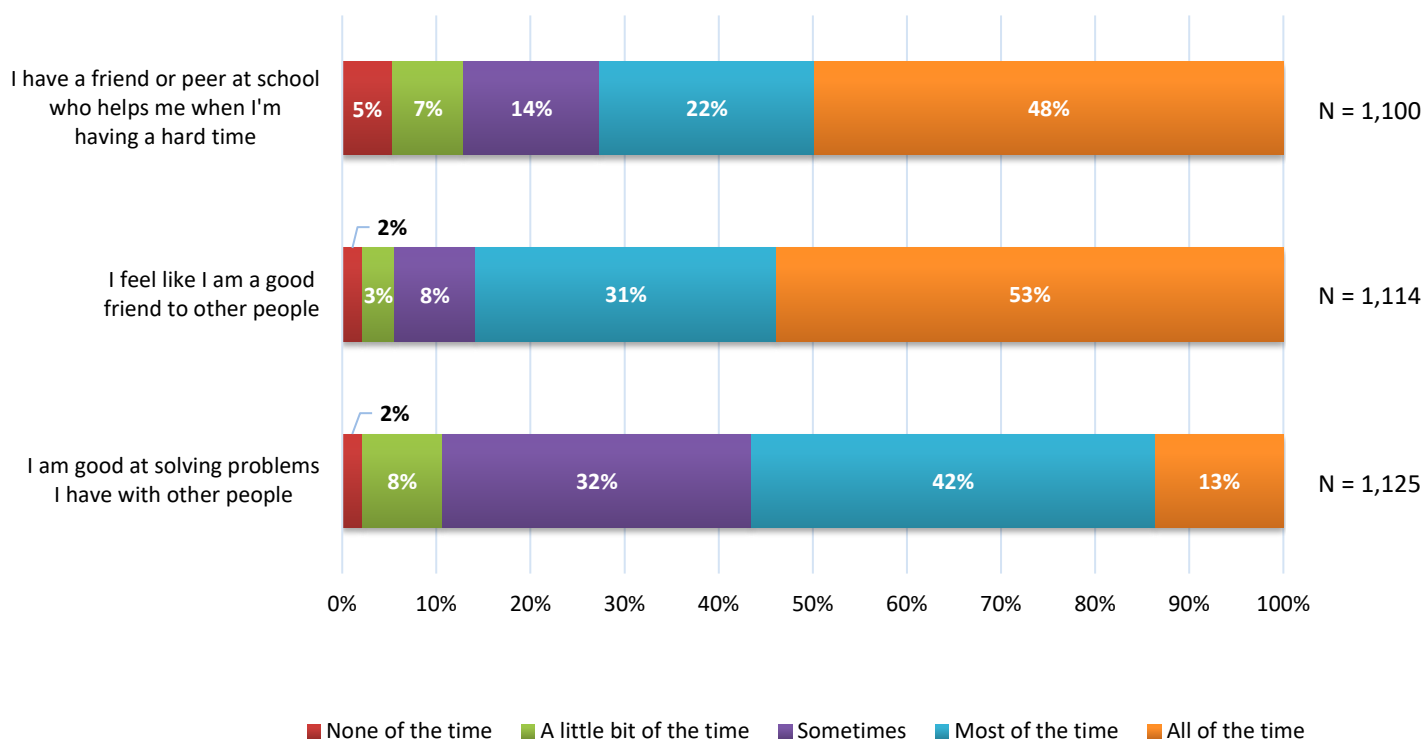


Figure 35. The Amount of Time Grade 3-4 Students Feel They Demonstrate Healthy Relationships

SCHOOL ENGAGEMENT AND ACHIEVEMENT OF LEARNING GOALS

To assess Grade 3-4 students' School Engagement and Achievement of Their Learning Goals, students were asked to indicate how often they (1) feel like they are able to pay attention in class; (2) like to participate in their classroom or school activities; and (3) feel like if they set their mind on it and work hard, they can learn how to do most things. There were five response options which ranged from *None of the Time* to *All of the Time*.

On average across the three items, 73% of students demonstrated School Engagement and Achievement of Their Learning Goals most of the time (36%) or all of the time (37%). Nearly half of the students (47%) indicated that they like to participate in their classroom or school activities all of the time, which exceeded the percentage of students who fell into this range for the other two items in this domain by at least 14%. See Figure 36 for a breakdown of students' ratings.

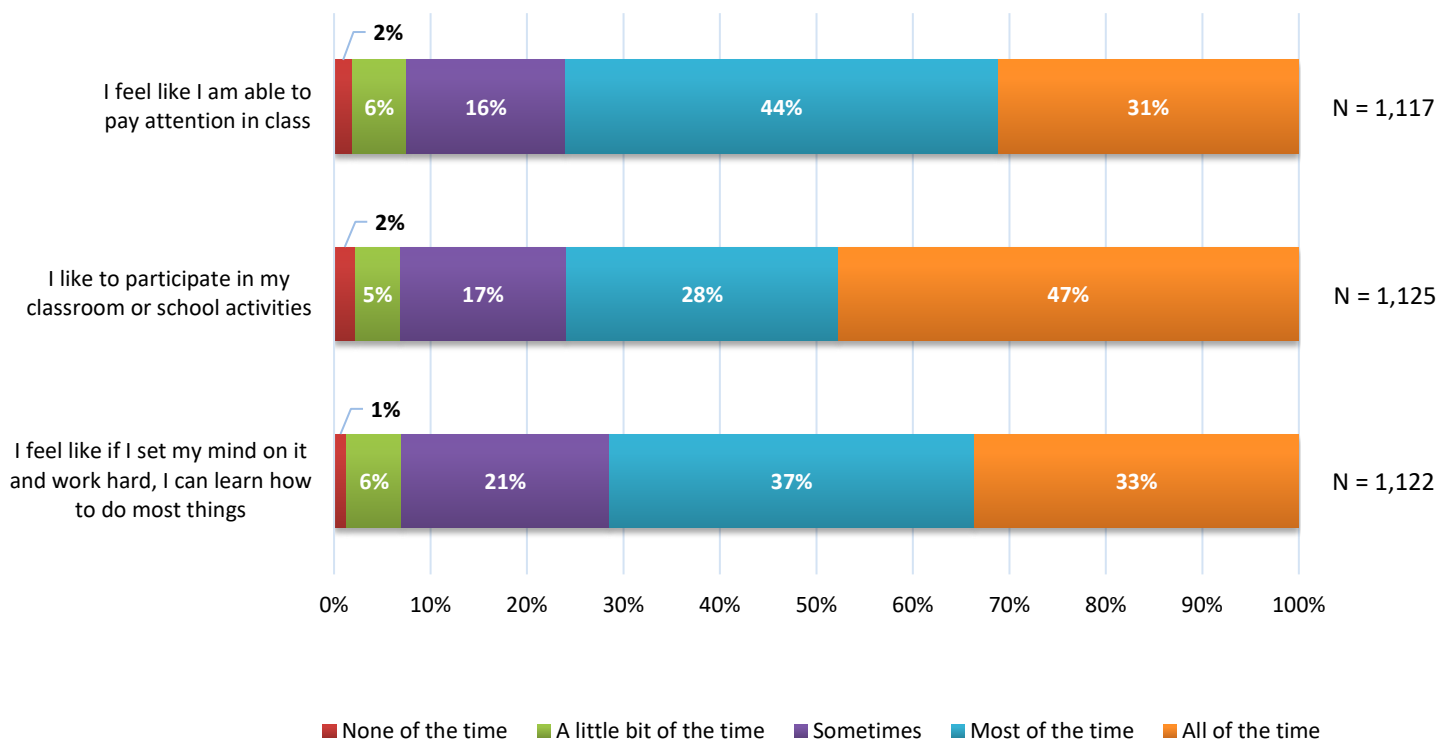


Figure 36. The Amount of Time Grade 3-4 Students Feel They Demonstrate School Engagement and Achievement of Their Learning Goals

DIFFERENCES ACROSS SEL DOMAINS

To analyze whether there were differences in Grade 3-4 students' perceptions of their own SEL across the six domains, participants' responses were aggregated across items within each domain to provide a single score that ranged from 1-5 for each domain. Students' Likert scale responses were scored as the following: (1) None of the Time = 1; (2) A little bit of the time = 2; (3) Sometimes = 3; (4) Most of the time = 4; (5) All of the time = 5. Higher ratings indicate that students feel they demonstrate SEL outcomes more often. Across domains, students indicated that they demonstrate Empathy for Others most often and demonstrate Self-Awareness and Self-Management least often. See Figure 37 for a breakdown of students' ratings across the six SEL domains.

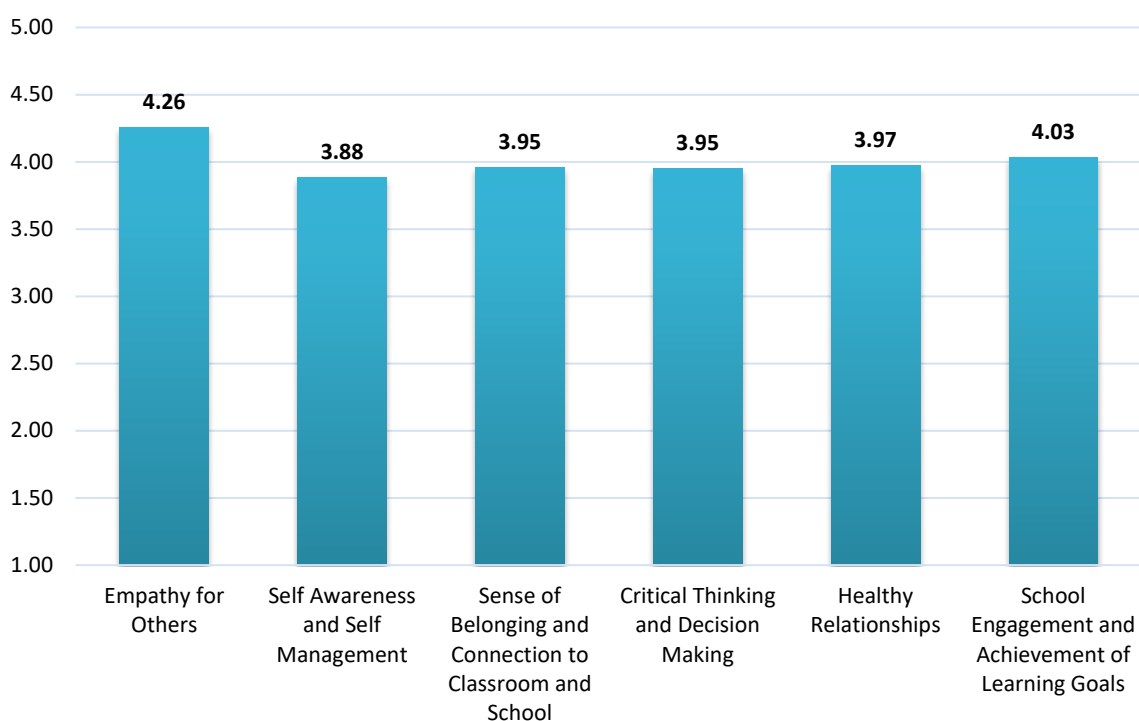


Figure 37. Grade 3-4 Students' Mean Ratings of Their Own SEL Across the Six SEL Domains

We conducted a Repeated Measures Analysis of Variance (ANOVA) statistical test to determine whether there were differences in Grade 3-4 students' perceptions of their own SEL competencies and outcomes across the six domains. The ANOVA revealed a significant effect of domain, suggesting that there were differences in students' SEL across domains, $F(4.72, 5374.31) = 60.53, p < .001$. Therefore, we conducted follow-up pairwise comparisons with a Bonferroni correction to correct for multiple comparisons. These analyses revealed several significant differences in students' SEL competencies and outcomes across domains. See Table 6 for a breakdown of statistically significant differences across domains. Significant differences are denoted with asterisks and effect sizes are reported. Larger effect sizes indicate a greater difference between domains.

First, Grade 3-4 students' Empathy for Others ratings were significantly higher than their ratings across all other domains. The size of each of these differences was small, as indicated by effect sizes between 0-0.49. Additionally, students' Self-Awareness and Self-Management ratings were significantly lower than their Healthy Relationships and School Engagement and Achievement of Learning Goals ratings. Again, the size of these differences was small. Finally, students' Critical Thinking and Decision-Making ratings were significantly lower than their School Engagement and Achievement of Learning Goals ratings. This difference were small.

Table 6. Statistical Tests of Differences Across Domains

Empathy for Others	-					
Self-Awareness and Self-Management	*** 0.48	-				
Sense of Belonging and Connection to Classroom and School	*** 0.39	NS	-			
Critical Thinking and Decision Making	*** 0.41	NS	NS	-		
Healthy Relationships	*** 0.39	** 0.10	NS	NS	-	
School Engagement and Achievement of Learning Goals	*** 0.32	*** 0.18	NS	* 0.10	NS	-
	Empathy for Others	Self-Awareness and Self-Management	Sense of Belonging and Connection to Classroom and School	Critical Thinking and Decision Making	Healthy Relationships	School Engagement and Achievement of Learning Goals

*Significant at the $p < .05$ level

**Significant at the $p < .01$ level

***Significant at the $p < .001$ level

NS = No significant difference

CORRELATIONS BETWEEN SEL DOMAINS

Finally, we investigated whether there were correlations between the six SEL domains. Empathy for Others was moderately positively correlated with all other domains, as were Self-Awareness and Self-Management and Healthy Relationships. All other correlations were positive and small. See Table 7 for a breakdown of correlation coefficients between domains as well as the legend for interpreting the size of the coefficients.

Coefficient Interval	Correlation Size
0.00-0.19	Very Weak
0.20-0.39	Weak
0.40-0.59	Moderate
0.60-0.79	Strong
0.80-1.00	Very Strong

Table 7. *Correlations Between SEL Domains*

Empathy for Others	-					
Self-Awareness and Self-Management	.46	-				
Sense of Belonging and Connection to Classroom and School	.44	.42	-			
Critical Thinking and Decision Making	.53	.53	.36	-		
Healthy Relationships	.52	.51	.56	.42	-	
School Engagement and Achievement of Learning Goals	.42	.49	.38	.43	.43	-
	Empathy for Others	Self-Awareness and Self-Management	Sense of Belonging and Connection to Classroom and School	Critical Thinking and Decision Making	Healthy Relationships	School Engagement and Achievement of Learning Goals

Grade 5-7 SEL Lead Initiative Survey Data



Methodology and Analysis



Teachers were invited to have their students complete an age-appropriate survey that measured their self-perceptions of their own SEL competencies in each of six domains: (1) Empathy for Others; (2) Self-Awareness and Self-Management; (3) Sense of Belonging and Connection to Their Classroom and School; (4) Critical Thinking and Decision Making; (5) Healthy Relationships; and (6) School Engagement and Achievement of Their Learning Goals (see Appendix D). There were 26 items in total.

SEL Leads facilitated the administration of the surveys to Grade 5-7 students within their schools. SEL Leads first put out a call within their respective schools to determine which teachers were interested in having their students complete this survey. Teachers could either choose for their Grade 5-7 students to complete the survey online via Microsoft Forms or on a paper-based survey. SEL Leads provided interested teachers with the preferred survey materials. Students completed the surveys between February and March, 2022. Overall, 2,043 students from 33 schools completed the Grade 5-7 SEL Lead Initiative surveys. Most students were in Grade 5, 6, or 7, but there were some Grade 3 and Grade 4 students who completed this survey as well. Data was compiled into Excel sheets and prepared for analysis.

The quantitative questions consisted of several statements for which students had to indicate how often they feel that they demonstrate certain SEL competencies or experienced SEL outcomes (e.g., belongingness). They had 5 response options, including (1) None of the time; (2) A little bit of the time; (3) Half of the time; (4) Most of the time; and (5) All of the time. Of all the responses across items, 1.75% were blank (i.e., students didn't select any response) and 0.41% included multiple responses (i.e., students circled multiple responses and their final response was unclear).

Quantitative data from close-ended survey items (i.e., Likert scale) was calculated and represented as the percentage of students' responses that fell into each of the five response categories. Additionally, for the items that assessed students' SEL competencies and outcomes across the six domains, we calculated aggregate ratings to provide an overall indication of students' SEL in each of the six domains.

EMPATHY FOR OTHERS

To assess Grade 5-7 students' Empathy for Others, students were asked to indicate how often (1) it bothers them when they see someone being mean to someone else; (2) they try to understand how other people think and feel; (3) they try to cheer someone up when they are feeling sad; and (4) they care about how other people feel. There were five response options which ranged from *None of the Time* to *All of the Time*.

On average across the four items, 78% of students indicated that they demonstrate Empathy for Others the majority of the time, with 38% indicating that they do so most of the time, and 40% indicating that they do so all of the time. Across the four items in this domain, students indicated that they try to cheer someone up when they are feeling sad least often and that they care about how other people feel most often. See Figure 38 for a breakdown of students' ratings.

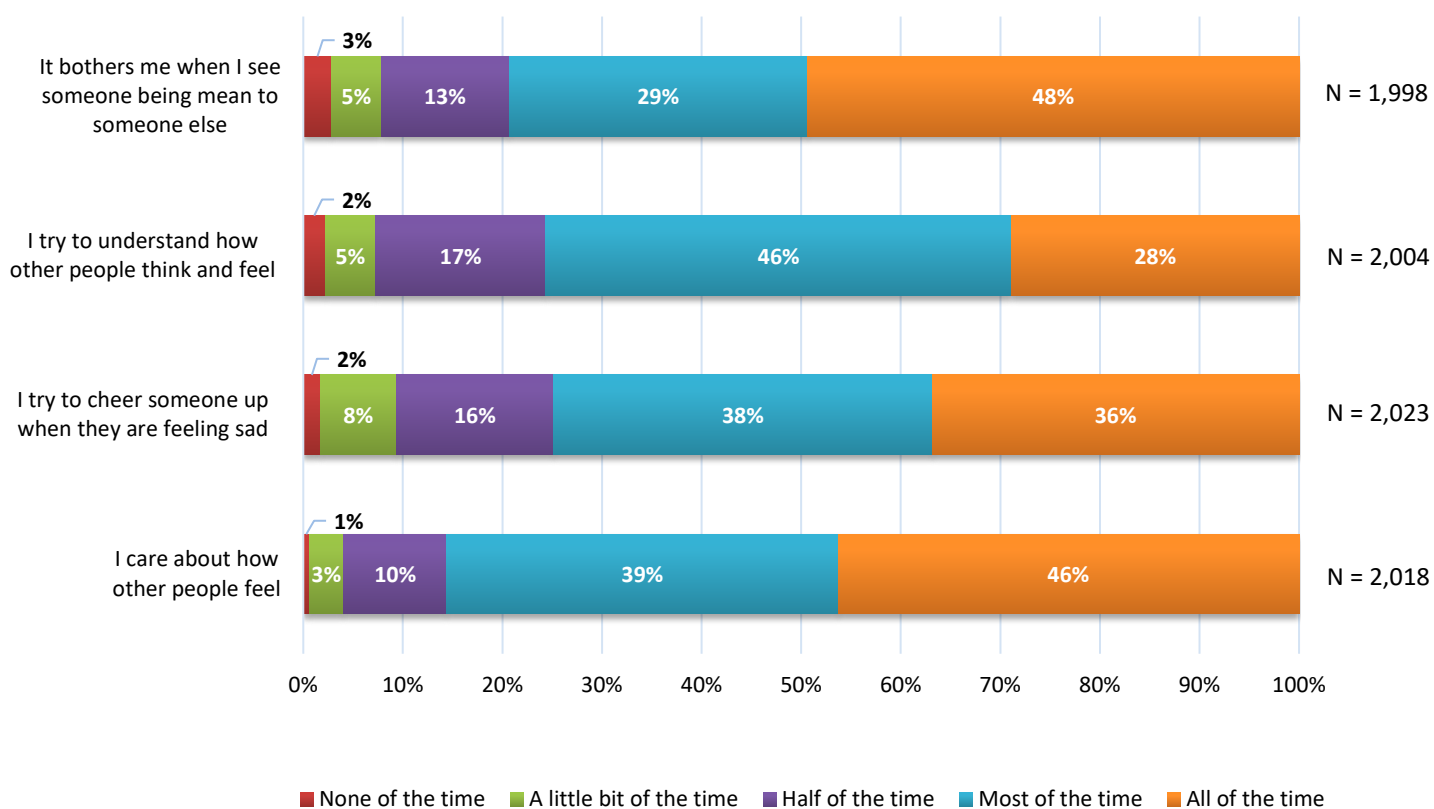


Figure 38. The Amount of Time Grade 5-7 Students Feel They Demonstrate Empathy for Others

SELF-AWARENESS AND SELF-MANAGEMENT

To assess Grade 5-7 students' Self-Awareness and Self-Management, students were asked to indicate how often they (1) know how to deal with difficulties in their lives; (2) can manage their emotions; (3) are good at setting goals for themselves; (4) understand that their emotions affect their behaviours; and (5) know what their strengths and positive qualities are. There were five response options which ranged from *None of the Time* to *All of the Time*.

On average across the five items in this domain, 61% of students indicated that they demonstrate Self-Awareness and Self-Management most of the time (38%) or all of the time (23%). Nearly half of students indicated that they are good at setting goals for themselves only sometimes or less (49%). Alternatively, nearly three-quarters of students (72%) indicated that they understand that their emotions affect their behaviours most or all of the time, which exceeded the percentage of students who fell into this range for the other four items in this domain. See Figure 39 for a breakdown of teachers' ratings.

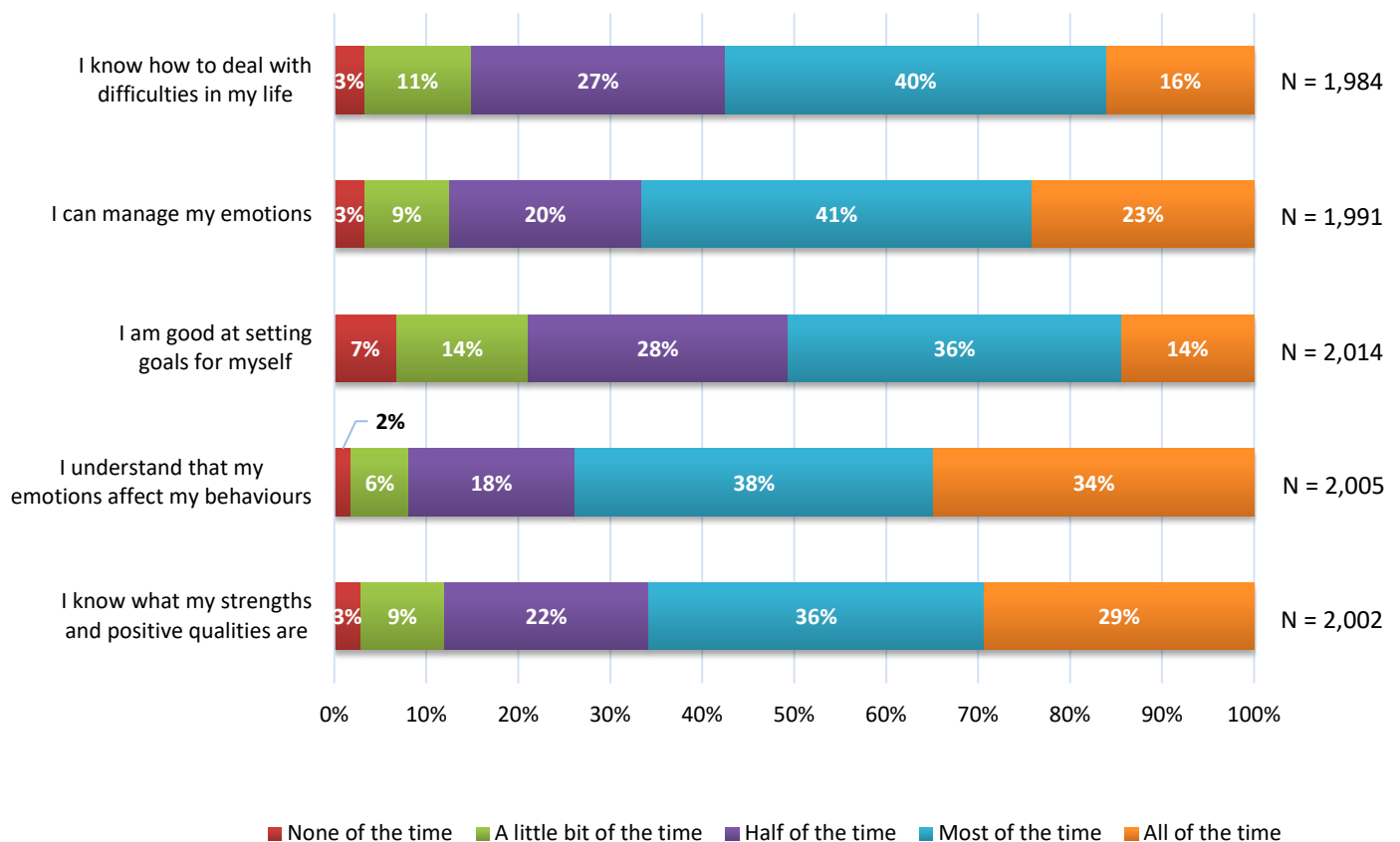


Figure 39. The Amount of Time Grade 5-7 Students Feel They Demonstrate Self-Awareness and Self-Management

SENSE OF BELONGING AND CONNECTION TO CLASSROOM AND SCHOOL

To assess Grade 5-7 students' Sense of Belonging and Connection to Their Classroom and School, students were asked to indicate how often (1) they have a friend at their school who really cares about them; (2) they feel like they belong in their classroom and/or school; (3) they feel like there is a teacher or some other adult at their school who always wants them to do their best; (4) there is at least one adult at their school who really cares about them; and (5) people in their classroom or school notice when they are good at something. There were five response options which ranged from *None of the Time* to *All of the Time*.

On average across the five items, 67% of students indicated that they felt a Sense of Belonging and Connection to Their Classroom and School most of the time (26%) or all of the time (40%). Over 50% of students felt that people in their classroom or school notice when they are good at something only half of the time or less (55%). Additionally, across the five items in this domain, the largest percentage of students felt that they have a teacher or some other adult at their school who always wants them to do their best most or all of the time (82%). See Figure 40 for a breakdown of students' ratings.

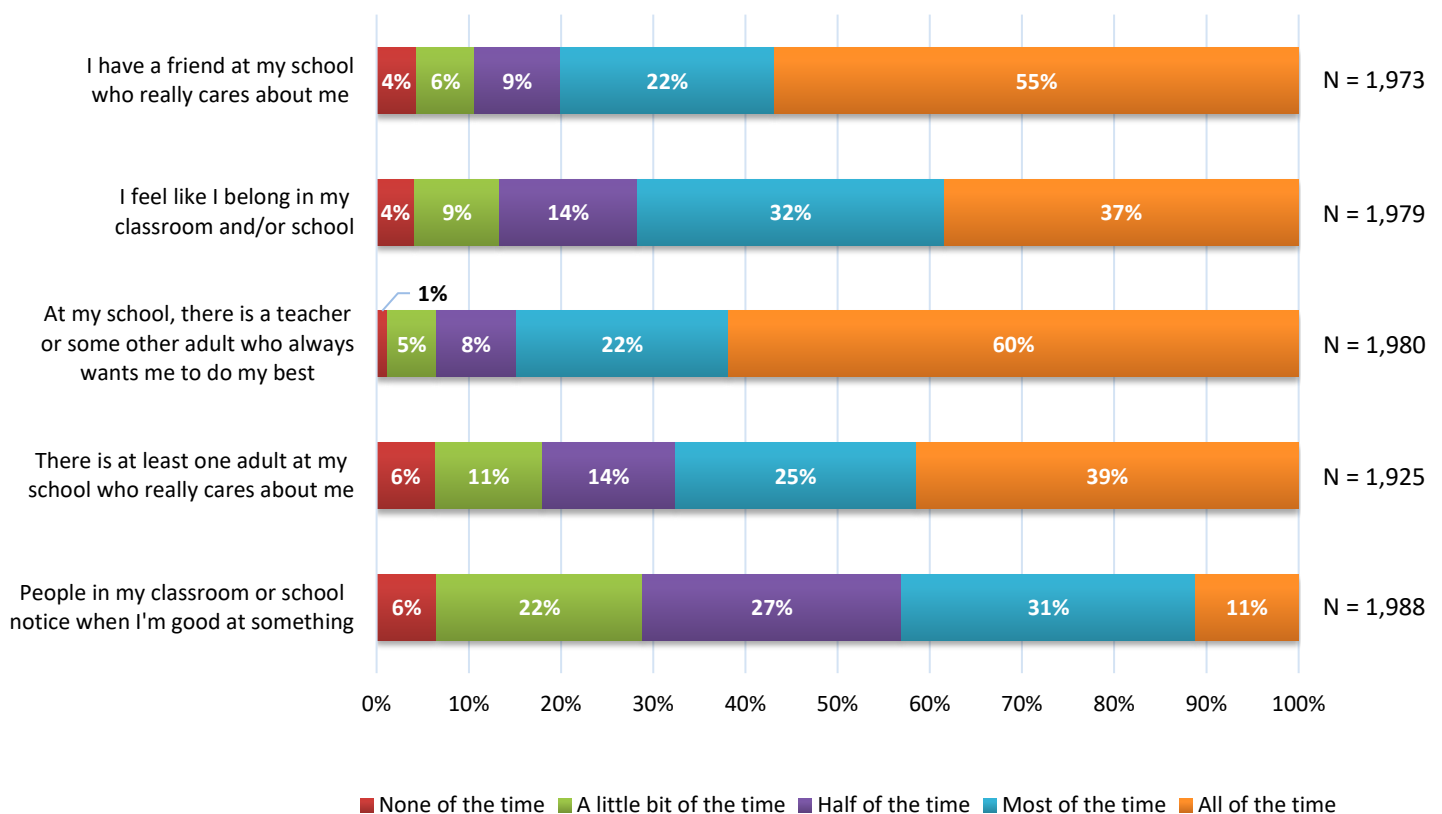


Figure 40. The Amount of Time Grade 5-7 Students Feel a Sense of Belonging and Connection to Their Classroom and School

CRITICAL THINKING AND DECISION MAKING

To assess Grade 5-7 students' Critical Thinking and Decision-Making skills, students were asked to indicate how often they (1) understand that their choices can impact their future; (2) understand that their choices can affect other people; (2) understand the difference between what's right and wrong; and (3) think through the consequences of their actions before they make a decision. There were five response options which ranged from *None of the Time* to *All of the Time*.

On average across the four items, 74% of students indicated that they demonstrate Critical Thinking and Decision-Making skills most of the time (39%) or all of the time (35%). Students indicated that they think through the consequences of their actions before they make a decision least often and understand the difference between what's right and wrong most often. See Figure 41 for a breakdown of students' ratings.

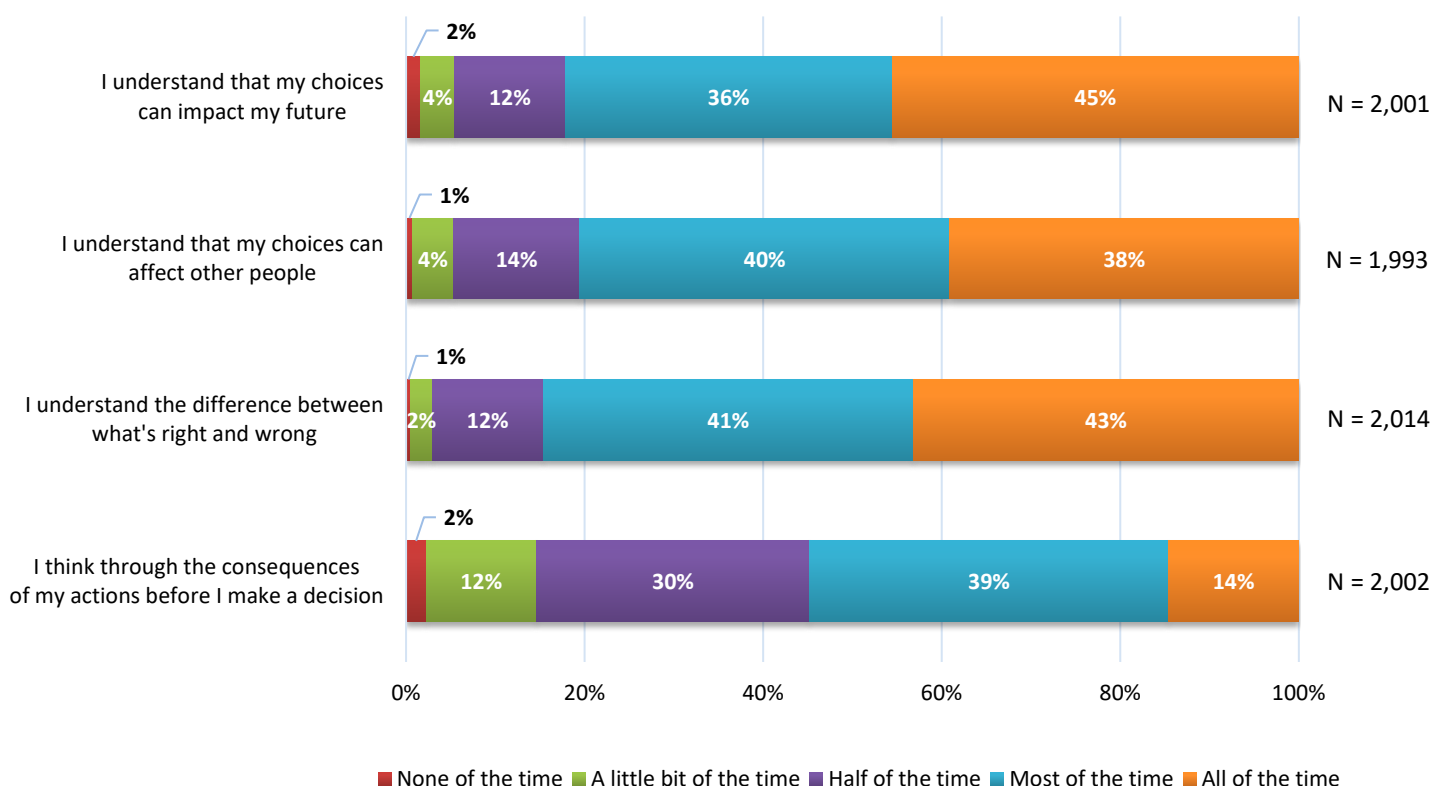


Figure 41. The Amount of Time Grade 5-7 Students Feel They Demonstrate Critical Thinking and Decision-Making Skills

HEALTHY RELATIONSHIPS

To assess students' ability to develop and maintain Healthy Relationships, students were asked to indicate how often they (1) have a friend or peer at school who helps them when they are having a hard time; (2) feel like they are a good friend to other people; (3) are good at communicating with other students and teachers at their school; and (4) are good at solving problems they have with other people. There were five response options which ranged from *None of the Time* to *All of the Time*.

On average across the four items, 68% of students indicated that they felt they are able to develop and maintain Healthy Relationships most of the time (39%) or all of the time (28%). The percentage of students who indicated that they feel like they are a good friend to other people most of the time or all of the time (79%) exceeded the percentage of students who fell into this range for the other three items in this domain by at least 10%. Additionally, of the four items in this domain, students indicated that they are good at solving problems they have with other people least often. See Figure 42 for a breakdown of students' ratings.

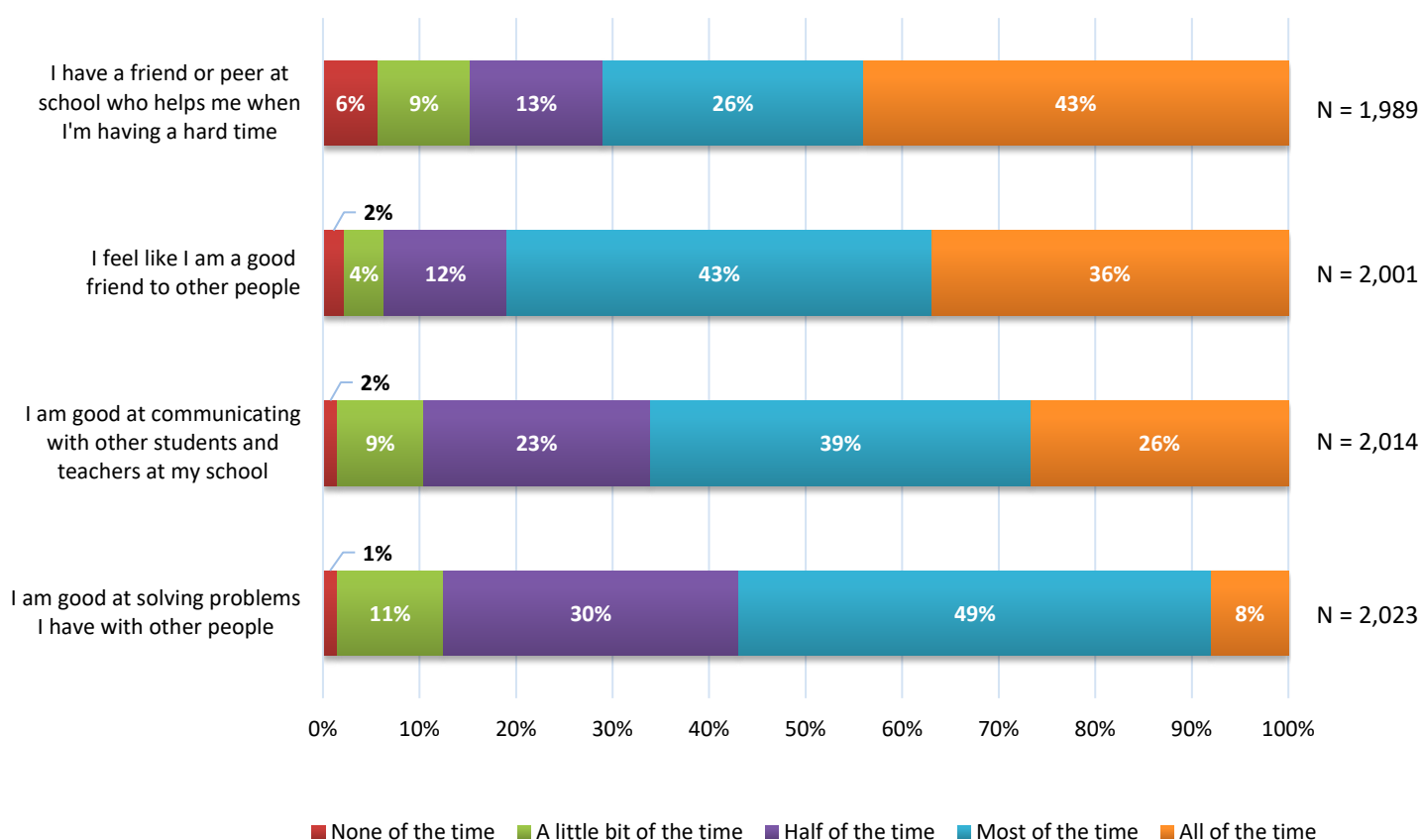


Figure 42. The Amount of Time Grade 5-7 Students Feel They Develop and Maintain Healthy Relationships

SCHOOL ENGAGEMENT AND ACHIEVEMENT OF LEARNING GOALS

To assess Grade 5-7 students' School Engagement and Achievement of Their Learning Goals, students were asked to indicate how often they (1) feel like they have a good understanding of the ideas being shared in their classroom; (2) feel like they are able to pay attention in class; (3) like to participate in their classroom or school activities; and (4) feel like if they set their mind on it and work hard, they can learn how to do most things. There were five response options which ranged from *None of the Time* to *All of the Time*.

On average across the four items, 71% of students indicated that they demonstrate School Engagement and Achievement of Their Learning Goals most of the time (47%) or all of the time (25%). Nearly one-third of students (30%) indicated that they like to participate in their classroom or school activities all of the time, which exceeded the percentage of students who fell into this range for the other three items in this domain. See Figure 43 for a breakdown of students' ratings.

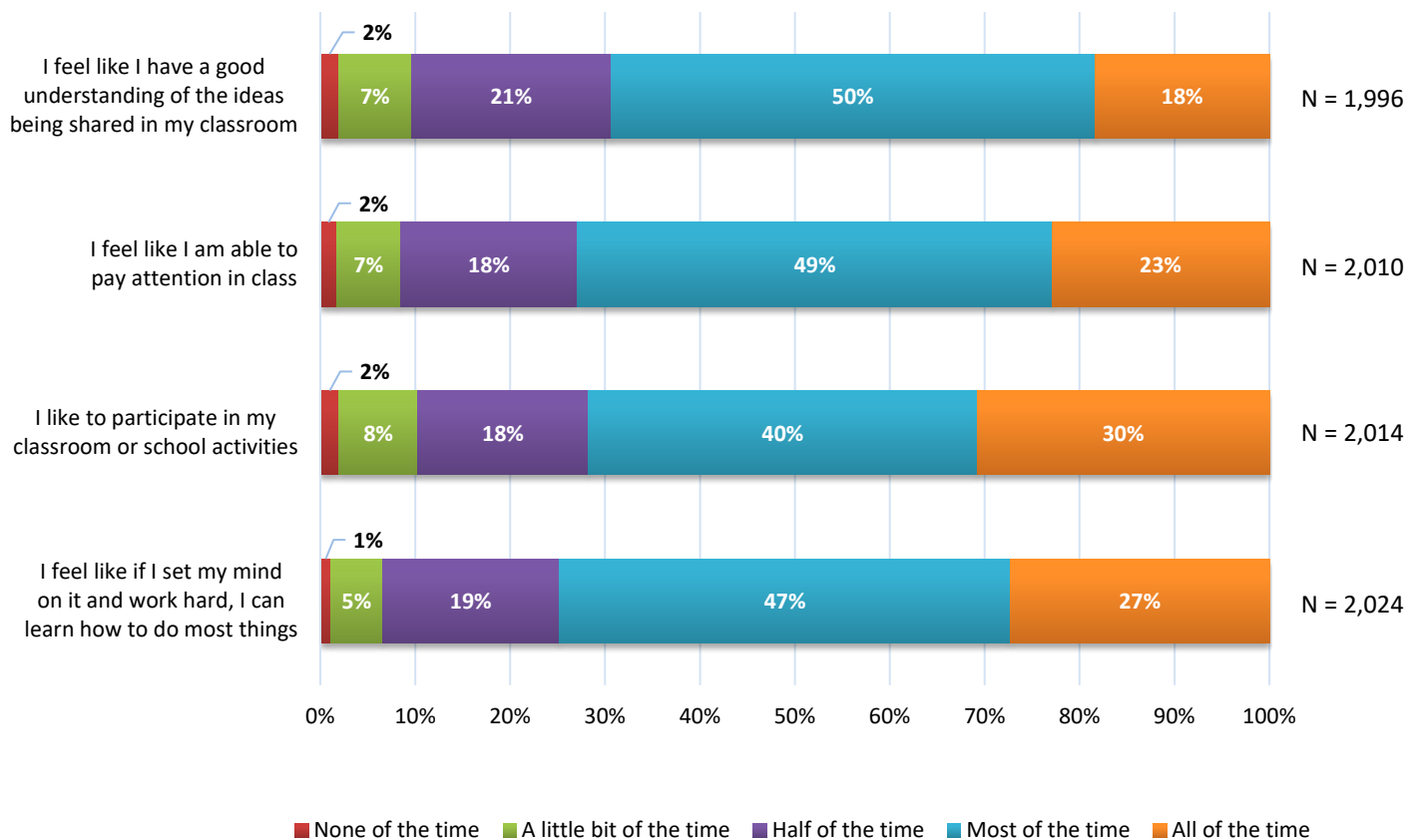


Figure 43. The Amount of Time Grade 5-7 Students Feel They Demonstrate School Engagement and Achievement of Their Learning Goals

DIFFERENCES ACROSS SEL DOMAINS

To analyze whether there were differences in Grade 5-7 students' perceptions of their own SEL across the six domains, participants' responses were aggregated across items within each domain to provide a single score that ranged from 1-5 for each domain. Students' Likert scale responses were scored as the following: (1) None of the Time = 1; (2) A little bit of the time = 2; (3) Half of the time = 3; (4) Most of the time = 4; (5) All of the time = 5. Higher ratings indicate that students feel they demonstrate SEL outcomes more often. Across domains, students indicated that they demonstrate Empathy for Others most often and demonstrate Self-Awareness and Self-Management least often. See Figure 44 for a breakdown of students' ratings across the six SEL domains.

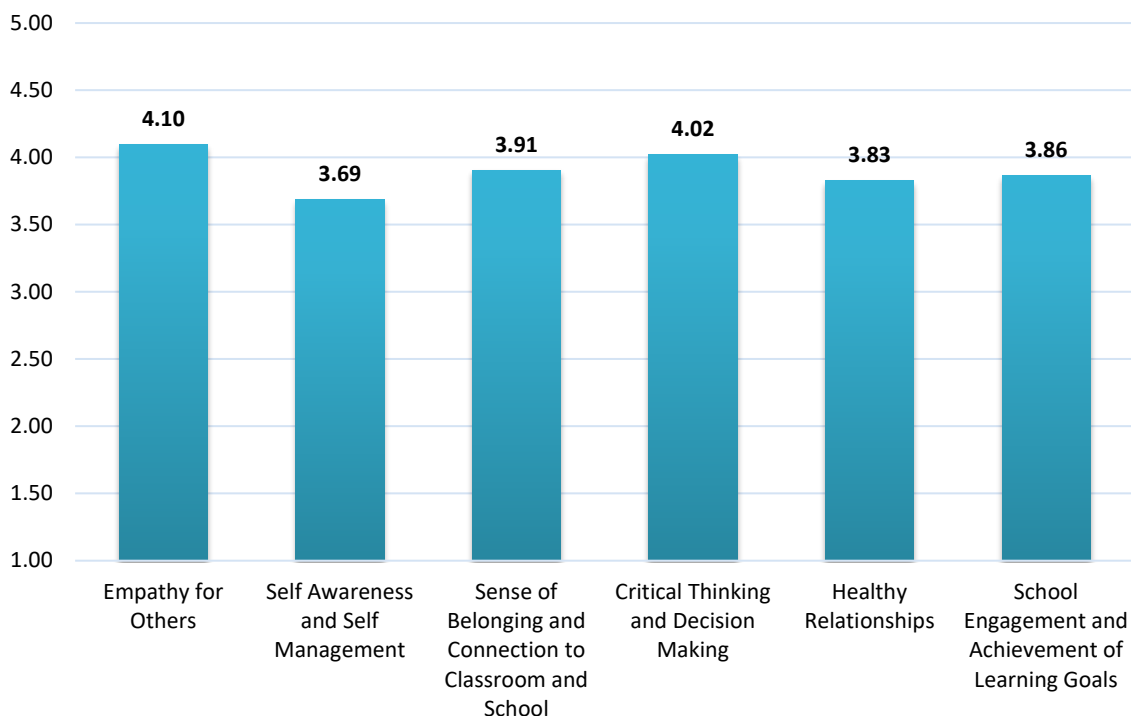


Figure 44. Grade 5-7 Students' Mean Ratings of their Own SEL Across the Six SEL Domains

We conducted a Repeated Measures Analysis of Variance (ANOVA) statistical test to determine whether there were differences in Grade 5-7 students' perceptions of their own SEL competencies and outcomes across the six domains. The ANOVA revealed a significant effect of domain, suggesting that there were differences in students' SEL across domains, $F(4.33, 8832.74) = 170.26, p < .001$. Therefore, we conducted follow-up pairwise comparisons with a Bonferroni correction to correct for multiple comparisons. These analyses revealed several significant differences in students' SEL competencies and outcomes across domains. See Table 8 for a breakdown of statistically significant differences across domains. Significant differences are denoted with asterisks and effect sizes are reported. Larger effect sizes indicate a greater difference between domains.

First, Grade 5-7 students' Empathy for Others ratings were significantly higher than their ratings across all other domains. The size of each of these differences was generally small, although there was a moderately sized difference between Empathy for Others and Self-Awareness and Self-Management as indicated by an effect size between 0.50-0.79. Additionally, students' Self-Awareness and Self-Management ratings were significantly lower than their ratings across all other domains. The size of these differences was small. Finally, students' School Engagement and Achievement of Learning Goals ratings did not significantly differ from their Sense of Belonging and Connection to Classroom and School or Healthy Relationships ratings.

Table 8. Statistical Tests of Differences Across Domains

Empathy for Others	-					
Self-Awareness and Self-Management	*** 0.56	-				
Sense of Belonging and Connection to Classroom and School	*** 0.25	*** 0.28	-			
Critical Thinking and Decision Making	*** 0.11	*** 0.47	*** 0.16	-		
Healthy Relationships	*** 0.37	*** 0.20	*** 0.10	*** 0.28	-	
School Engagement and Achievement of Learning Goals	*** 0.33	*** 0.26	NS	*** 0.23	NS	-
	Empathy for Others	Self-Awareness and Self-Management	Sense of Belonging and Connection to Classroom and School	Critical Thinking and Decision Making	Healthy Relationships	School Engagement and Achievement of Learning Goals

***Significant at the $p < .001$ level

NS = No significant difference

CORRELATIONS BETWEEN SEL DOMAINS

Finally, we investigated whether there were correlations between the six SEL domains. Empathy for Others was moderately positively correlated with all other domains. Self-Awareness and Self-Management had a strong positive correlation with Critical Thinking and Decision Making, Healthy Relationships, and School Engagement and Achievement of Learning Goals. See Table 9 for a breakdown of correlation coefficients between domains as well as the legend for interpreting the size of the coefficients.

Coefficient Interval	Correlation Size
0.00-0.19	Very Weak
0.20-0.39	Weak
0.40-0.59	Moderate
0.60-0.79	Strong
0.80-1.00	Very Strong

Table 9. *Correlations Between SEL Domains*

Empathy for Others	-					
Self-Awareness and Self-Management	.43	-				
Sense of Belonging and Connection to Classroom and School	.40	.52	-			
Critical Thinking and Decision Making	.55	.61	.39	-		
Healthy Relationships	.50	.61	.66	.49	-	
School Engagement and Achievement of Learning Goals	.43	.65	.50	.53	.57	-
	Empathy for Others	Self-Awareness and Self-Management	Sense of Belonging and Connection to Classroom and School	Critical Thinking and Decision Making	Healthy Relationships	School Engagement and Achievement of Learning Goals

Differences in Students' SEL Across Grades



Differences in Students' SEL Across Grades

Finally, we examined whether there were differences in Students' SEL across grade levels for each of the SEL domains. We compared K-7 students' aggregate ratings for each of the six domains.

EMPATHY FOR OTHERS

To analyze whether there were differences in students' perceptions of their Empathy for Others across the different grade levels, we compared all students' aggregated ratings for this domain. Once again, ratings ranged from 1-5 and higher ratings indicate that students feel they demonstrate Empathy for Others more often. Overall, there was a linear decrease in students' perceptions of their Empathy for Others, with Kindergarteners indicating they demonstrate Empathy for Others most often and Grade 7 students indicating that they show Empathy for Others least often. See Figure 45 for a breakdown of students' ratings across grade levels.

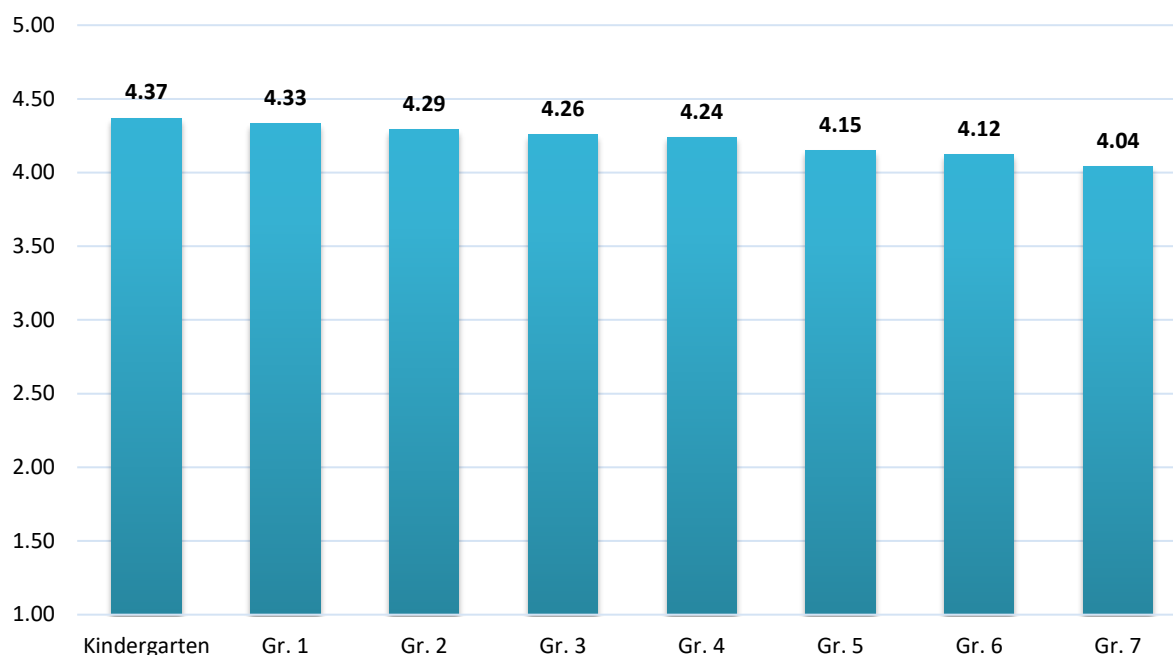


Figure 45. Differences in Students' Perceptions of their Own Empathy for Others Across Grade Levels

We conducted a Repeated Measures Analysis of Variance (ANOVA) statistical test to determine whether there were differences in students' perceptions of their own Empathy for Others across the eight grade levels. The ANOVA revealed a significant effect of grade level, suggesting that there were differences in students' perceptions of their own Empathy for Others across grade levels, $F(7, 4596) = 10.78, p < .001$. Therefore, we conducted follow-up pairwise comparisons with a Bonferroni correction to correct for multiple comparisons. These analyses revealed several significant differences in students' perceptions of their own Empathy for Others across grade levels. See Table 10 for a breakdown of statistically significant differences across grade levels. Significant differences are denoted with asterisks and effect sizes are reported. Larger effect sizes indicate a greater difference between grade levels.

First, both Kindergarten and Grade 1 students' Empathy for Others ratings were significantly higher than Grade 5, 6, and 7 students' Empathy for Others ratings. The size of each of these differences was small, as indicated by effect sizes between 0-0.49. Additionally, both Grade 2 and 3 students' Empathy for Others ratings were significantly higher than Grade 6 and 7 students' Empathy for Others ratings. Again, the size of these differences was small. Finally, Grade 4 students' Empathy for Others ratings were significantly higher than Grade 7 students' Empathy for Others ratings, with the size of this difference being small.

Table 10. Statistical Tests of Differences Across Grade Levels

Kindergarten	-							
Gr. 1	NS	-						
Gr. 2	NS	NS	-					
Gr. 3	NS	NS	NS	-				
Gr. 4	NS	NS	NS	NS	-			
Gr. 5	** 0.26	** 0.22	NS	NS	NS	-		
Gr. 6	*** 0.31	*** 0.26	** 0.22	* 0.18	NS	NS	-	
Gr. 7	*** 0.40	*** 0.35	*** 0.32	*** 0.28	*** 0.27	NS	NS	-
	Kinder- garten	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7

*Significant at the $p < .05$ level

**Significant at the $p < .01$ level

***Significant at the $p < .001$ level

NS = No significant difference

SELF-AWARENESS AND SELF-MANAGEMENT

To analyze whether there were differences in students' perceptions of their own Self-Awareness and Self-Management across the different grade levels, we compared all students' aggregated ratings for this domain. Once again, ratings ranged from 1-5 and higher ratings indicate that students feel they demonstrate Self-Awareness and Self-Management more often. Generally, students' perceptions of their Self-Awareness and Self-Management decreased as students got older, with Kindergarteners indicating they demonstrate Self-Awareness and Self-Management most often and Grade 6 students indicating that they demonstrate Self-Awareness and Self-Management least often. See Figure 46 for a breakdown of students' ratings across grade levels.

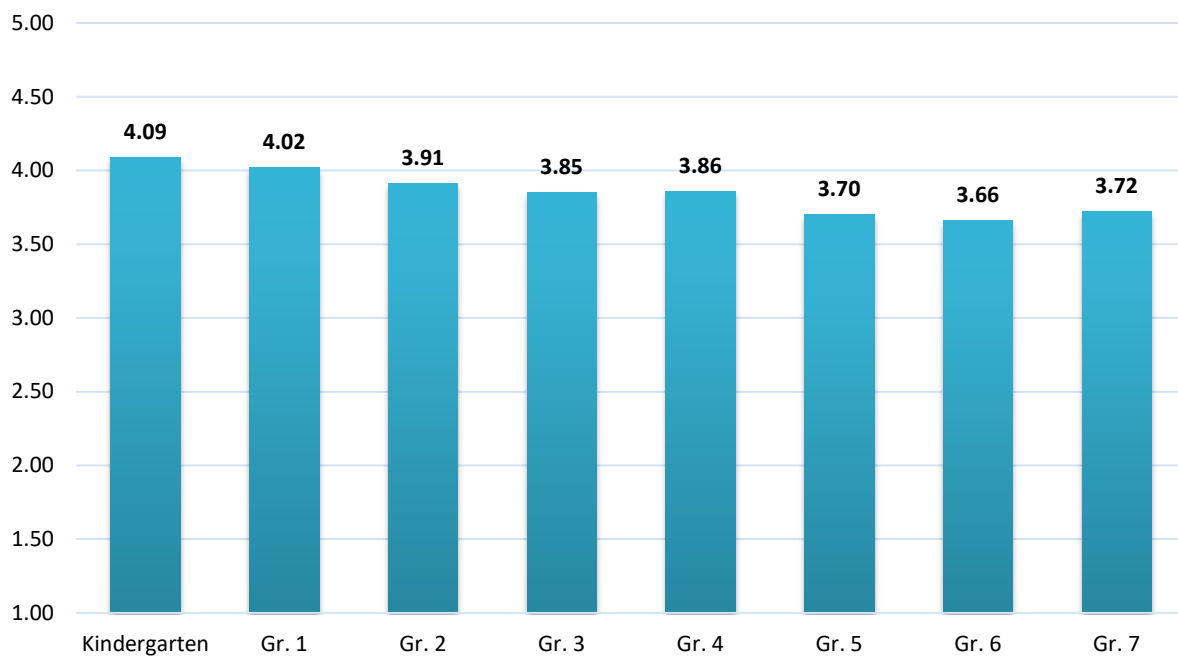


Figure 46. Differences in Students' Perceptions of their Own Self-Awareness and Self-Management Across Grade Levels

We conducted a Repeated Measures Analysis of Variance (ANOVA) statistical test to determine whether there were differences in students' perceptions of their own Self-Awareness and Self-Management across the eight grade levels. The ANOVA revealed a significant effect of grade level, suggesting that there were differences in students' perceptions of their own Self-Awareness and Self-Management across grade levels, $F(7, 4558) = 12.46, p < .001$. Therefore, we conducted follow-up pairwise comparisons with a Bonferroni correction to correct for multiple comparisons. These analyses revealed several significant differences in students' perceptions of their own Self-Awareness and Self-Management across grade levels. See Table 11 for a breakdown of statistically significant differences across grade levels. Significant differences are denoted with asterisks and effect sizes are reported. Larger effect sizes indicate a greater difference between grade levels.

First, Kindergarten students' Self-Awareness and Self-Management ratings were significantly higher than students' ratings across all grade levels except Grades 1 and 2. Additionally, Grade 1 students' Self-Awareness and Self-Management ratings were significantly higher than students' ratings across all grade levels except Grades 2 and 4. The size of each of these differences was small, as indicated by effect sizes between 0-0.49. Furthermore, Grade 6 students' Self-Awareness and Self-Management ratings were significantly lower than students' ratings across all grade levels except Grade 5. Again, the size of these differences was small.

Table 11. Statistical Tests of Differences Across Grade Levels

Kindergarten	-							
Gr. 1	NS	-						
Gr. 2	NS	NS	-					
Gr. 3	** 0.24	* 0.16	NS	-				
Gr. 4	* 0.23	NS	NS	NS	-			
Gr. 5	*** 0.41	*** 0.31	** 0.20	NS	NS	-		
Gr. 6	*** 0.45	*** 0.35	*** 0.24	** 0.22	** 0.26	NS	-	
Gr. 7	*** 0.40	*** 0.30	* 0.19	NS	NS	NS	NS	-
	Kinder- garten	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7

*Significant at the $p < .05$ level

**Significant at the $p < .01$ level

***Significant at the $p < .001$ level

NS = No significant difference

SENSE OF BELONGING AND CONNECTION TO CLASSROOM AND SCHOOL

To analyze whether there were differences in students' Sense of Belonging and Connection to Their Classroom and School across the different grade levels, we compared all students' aggregated ratings for this domain. Once again, ratings ranged from 1-5 and higher ratings indicate that students feel a Sense of Belonging and Connection to Their Classroom and School more often. Generally, students' Sense of Belonging and Connection to Their Classroom and School decreased as students got older, with Kindergarteners indicating they feel a Sense of Belonging and Connection most often and Grade 6 students indicating that they feel a Sense of Belonging and Connection least often. See Figure 47 for a breakdown of students' ratings across grade levels.

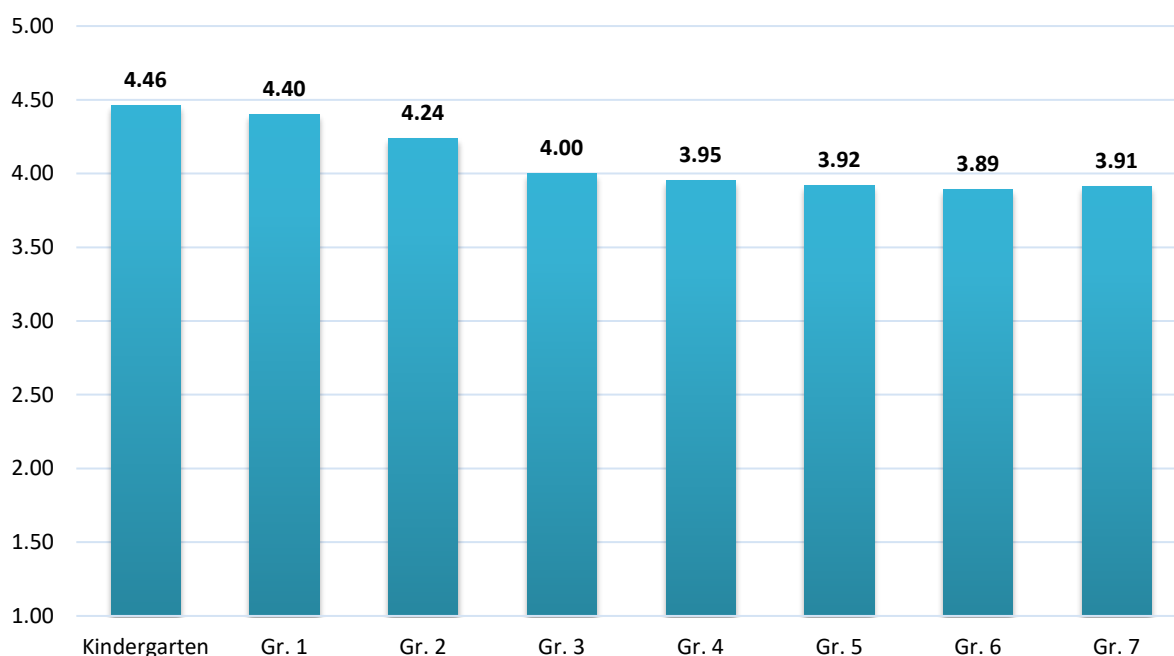


Figure 47. Differences in Students' Sense of Belonging and Connection to their Classroom and School Across Grade Levels

We conducted a Repeated Measures Analysis of Variance (ANOVA) statistical test to determine whether there were differences in students' perceptions of their own Sense of Belonging and Connection to Their Classroom and School across the eight grade levels. The ANOVA revealed a significant effect of grade level, suggesting that there were differences in students' perceptions of their own Sense of Belonging and Connection to Their Classroom and School across grade levels, $F(7, 4593) = 12.46, p < .001$. Therefore, we conducted follow-up pairwise comparisons with a Bonferroni correction to correct for multiple comparisons. These analyses revealed several significant differences in students' Sense of Belonging and Connection across grade levels. See Table 12 for a breakdown of statistically significant differences across grade levels. Significant differences are denoted with asterisks and effect sizes are reported. Larger effect sizes indicate a greater difference between grade levels.

First, Kindergarten students' Sense of Belonging and Connection ratings were significantly higher than students' ratings across all grade levels except Grade 1. The size of each of these differences was generally moderate, as indicated by effect sizes between 0.50-0.79. The difference between Kindergarten and Grade 1 students' ratings was small. Additionally, Grade 1 and 2 students' Sense of Belonging and Connection ratings were significantly higher than Grade 3, 4, 5, 6, and 7 students' ratings. The size of each of these differences was small.

Table 12. Statistical Tests of Differences Across Grade Levels

Kindergarten	-							
Gr. 1	NS	-						
Gr. 2	* 0.22	NS	-					
Gr. 3	*** 0.53	*** 0.35	*** 0.26	-				
Gr. 4	*** 0.62	*** 0.39	*** 0.32	NS	-			
Gr. 5	*** 0.62	*** 0.41	*** 0.34	NS	NS	-		
Gr. 6	*** 0.67	*** 0.44	*** 0.38	NS	NS	NS	-	
Gr. 7	*** 0.70	*** 0.44	*** 0.38	NS	NS	NS	NS	-
	Kinder- garten	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7

*Significant at the $p < .05$ level

**Significant at the $p < .01$ level

***Significant at the $p < .001$ level

NS = No significant difference

CRITICAL THINKING AND DECISION MAKING

To analyze whether there were differences in students' Critical Thinking and Decision Making across the different grade levels, we compared all students' aggregated ratings for this domain. Once again, ratings ranged from 1-5 and higher ratings indicate that students feel they demonstrate Critical Thinking and Decision Making more often. Students' Critical Thinking and Decision-Making ratings showed a u-shaped pattern, where ratings generally decreased until Grade 3, and then began increasing again at Grade 4. Kindergarteners indicated that they demonstrate Critical Thinking and Decision Making most often and Grade 3 students indicated that they demonstrate Critical Thinking and Decision Making least often. See Figure 48 for a breakdown of students' ratings across grade levels.

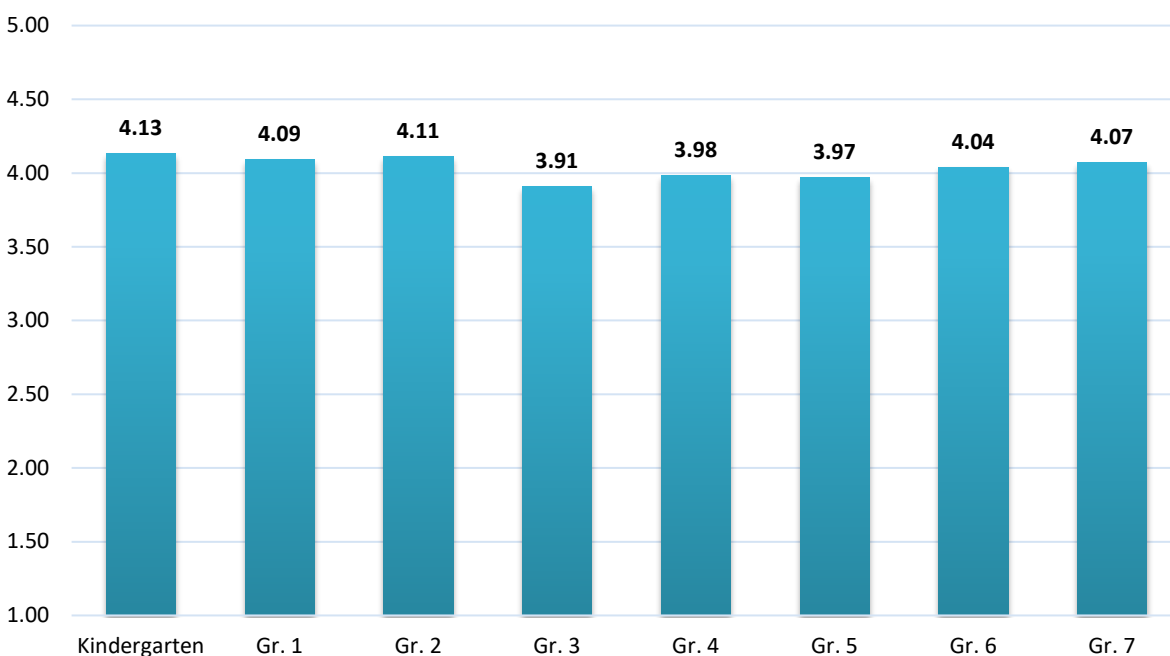


Figure 48. Differences in Students' Critical Thinking and Decision Making Across Grade Levels

We conducted a Repeated Measures Analysis of Variance (ANOVA) statistical test to determine whether there were differences in students' perceptions of their own Critical Thinking and Decision Making across the eight grade levels. The ANOVA revealed a significant effect of grade level, suggesting that there were differences in students' perceptions of their own Critical Thinking and Decision Making across grade levels, $F(7, 4590) = 6.05, p < .001$. Therefore, we conducted follow-up pairwise comparisons with a Bonferroni correction to correct for multiple comparisons. These analyses revealed several significant differences in students' perceptions of their own Critical Thinking and Decision Making across grade levels. See Table 13 for a breakdown of statistically significant differences across grade levels. Significant differences are denoted with asterisks and effect sizes are reported. Larger effect sizes indicate a greater difference between grade levels.

First, Grade 3 students' Critical Thinking and Decision-Making ratings were significantly lower than students' ratings across all grade levels except Grades 4 and 5. The size of each of these differences was small, as indicated by effect sizes between 0-0.49. Additionally, Kindergarten and Grade 2 students' Critical Thinking and Decision-Making ratings were significantly higher than Grade 5 students' ratings, though each of these differences were small.

Table 13. Statistical Tests of Differences Across Grade Levels

Kindergarten	-							
Gr. 1	NS	-						
Gr. 2	NS	NS	-					
Gr. 3	*** 0.26	** 0.21	*** 0.26	-				
Gr. 4	NS	NS	NS	NS	-			
Gr. 5	* 0.21	NS	* 0.19	NS	NS	-		
Gr. 6	NS	NS	NS	* 0.18	NS	NS	-	
Gr. 7	NS	NS	NS	** 0.23	NS	NS	NS	-
	Kinder- garten	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7

*Significant at the $p < .05$ level

**Significant at the $p < .01$ level

***Significant at the $p < .001$ level

NS = No significant difference

HEALTHY RELATIONSHIPS

To analyze whether there were differences in students' ability to develop and maintain Healthy Relationships across the different grade levels, we compared all students' aggregated ratings for this domain. Once again, ratings ranged from 1-5 and higher ratings indicate that students feel they have Healthy Relationships more often. Generally, students' perceptions of their ability to develop and maintain Healthy Relationships decreased as students got older, with Kindergarteners indicating they feel they have Healthy Relationships most often and Grade 6 students indicating that they feel they have Healthy Relationships least often. Furthermore, there was a relatively large drop in students' ratings between Grades 2 and 3.

However, it is important to note that this large drop likely stemmed from an additional question that was asked in the Grade 3-4 survey but not the K-2 survey. Specifically, students in Grades 3 and 4 (but not K-2) were asked to indicate how often they are good at solving problems they have with other people. Only 13% of students who responded to the Grade 3-4 survey indicated they are good at solving problems they have with other people all the time, compared to 53% and 48% of Grade 3-4 students who responded with "All of the time" to the other two questions in this domain. See Figure 49 for a breakdown of students' ratings across grade levels.

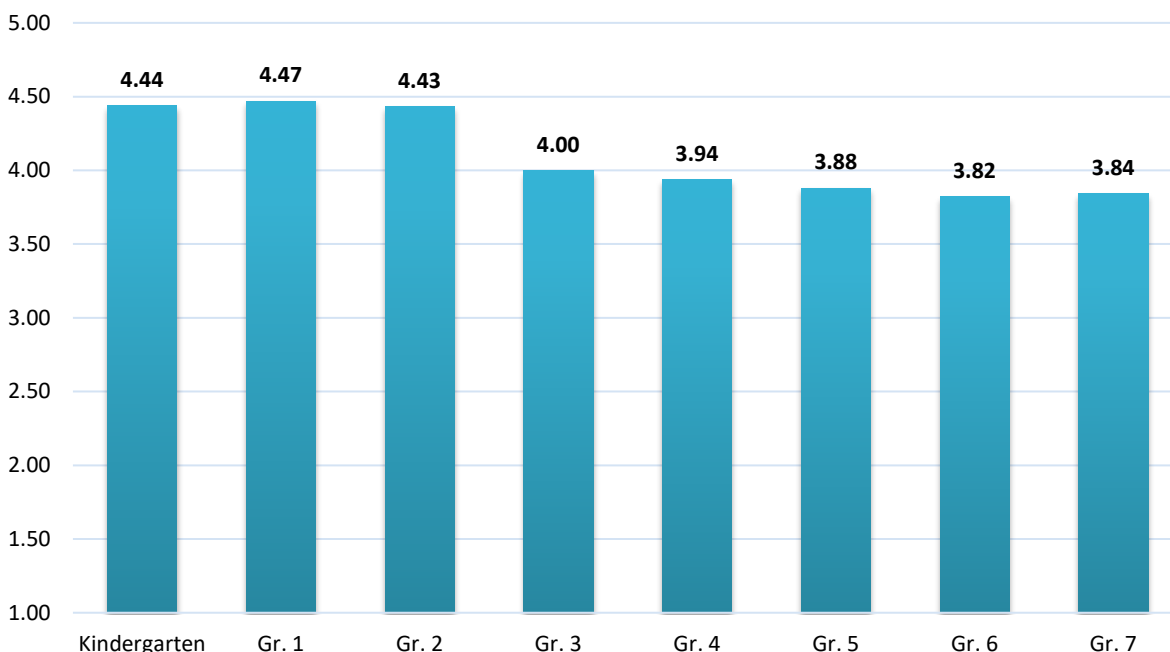


Figure 49. Differences in Students' Ability to Develop and Maintain Healthy Relationships Across Grade Levels

We conducted a Repeated Measures Analysis of Variance (ANOVA) statistical test to determine whether there were differences in students' perceptions of their own ability to develop and maintain Healthy Relationships across the eight grade levels. The ANOVA revealed a significant effect of grade level, suggesting that there were differences in students' perceptions of their own ability to develop and maintain Healthy Relationships across grade levels, $F(7, 4574) = 68.06, p < .001$. Therefore, we conducted follow-up pairwise comparisons with a Bonferroni correction to correct for multiple comparisons. These analyses revealed several significant differences in students' perceptions of their own Healthy Relationships across grade levels. See Table 14 for a breakdown of statistically significant differences across grade levels. Significant differences are denoted with asterisks and effect sizes are reported. Larger effect sizes indicate a greater difference between grade levels.

First, Kindergarten, Grade 1, and Grade 2 students' Healthy Relationships ratings were significantly higher than Grade 3, 4, 5, 6, and 7 students' ratings. The size of each of these differences was moderate, as indicated by effect sizes between 0.50-0.79. Additionally, Grade 3 students' Healthy Relationships ratings were significantly higher than Grade 6 and 7 students' ratings. The size of these differences was small.

Table 14. Statistical Tests of Differences Across Grade Levels

Kindergarten	-							
Gr. 1	NS	-						
Gr. 2	NS	NS	-					
Gr. 3	*** 0.51	*** 0.53	*** 0.51	-				
Gr. 4	*** 0.62	*** 0.63	*** 0.62	NS	-			
Gr. 5	*** 0.70	*** 0.71	*** 0.69	NS	NS	-		
Gr. 6	*** 0.77	*** 0.78	*** 0.77	*** 0.24	NS	NS	-	
Gr. 7	*** 0.79	*** 0.79	*** 0.79	** 0.22	NS	NS	NS	-
	Kinder- garten	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7

*Significant at the $p < .05$ level

**Significant at the $p < .01$ level

***Significant at the $p < .001$ level

NS = No significant difference

SCHOOL ENGAGEMENT AND ACHIEVEMENT OF LEARNING GOALS

To analyze whether there were differences in students' School Engagement and Achievement of Learning Goals across the different grade levels, we compared all students' aggregated ratings for this domain. Once again, ratings ranged from 1-5 and higher ratings indicate that students feel they demonstrate School Engagement and Achievement of Learning Goals more often. Generally, students' School Engagement and Achievement of Learning Goals ratings steadily decreased as students got older, with Kindergarten and Grade 1 students indicating they demonstrate School Engagement and Achievement of Learning Goals most often and Grade 6 students indicating that demonstrate School Engagement and Achievement of Learning Goals least often. See Figure 50 for a breakdown of students' ratings across grade levels.

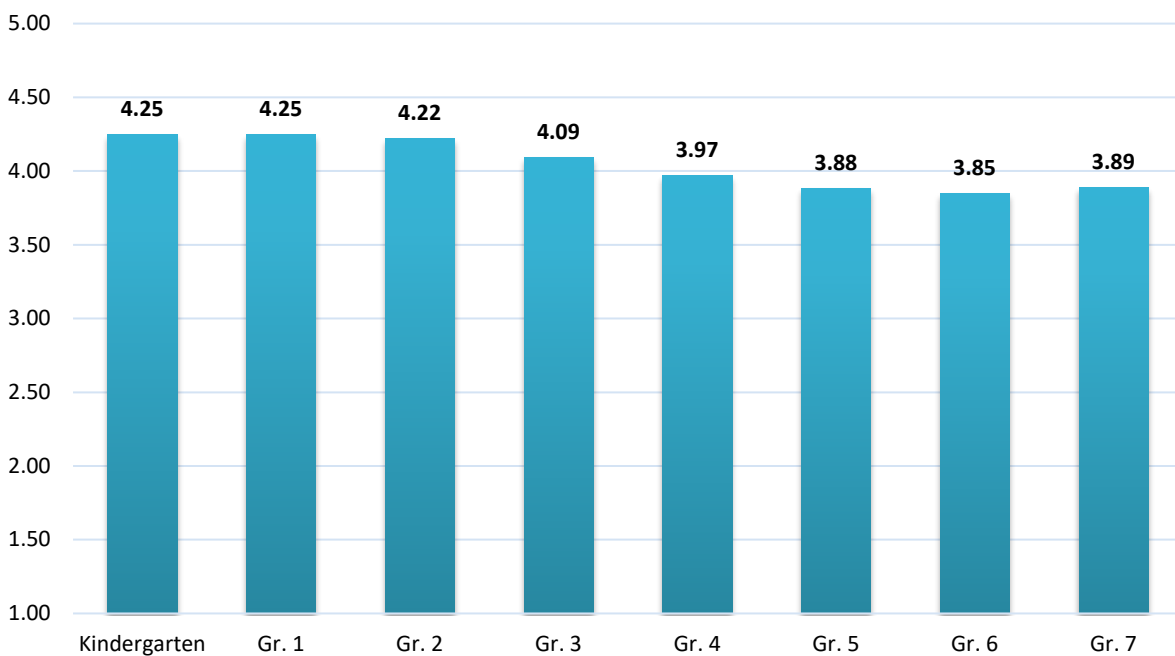


Figure 50. Differences in Students' School Engagement and Achievement of Their Learning Goals Across Grade Levels

We conducted a Repeated Measures Analysis of Variance (ANOVA) statistical test to determine whether there were differences in students' perceptions of their own School Engagement and Achievement of Learning Goals across the eight grade levels. The ANOVA revealed a significant effect of grade level, suggesting that there were differences in students' perceptions of their own School Engagement and Achievement of Learning Goals across grade levels, $F(7, 4593) = 30.04, p < .001$. Therefore, we conducted follow-up pairwise comparisons with a Bonferroni correction to correct for multiple comparisons. These analyses revealed several significant differences in students' perceptions of their own School Engagement and Achievement of Learning Goals across grade levels. See Table 15 for a breakdown of statistically significant differences across grade levels. Significant differences are denoted with asterisks and effect sizes are reported. Larger effect sizes indicate a greater difference between grade levels.

First, Kindergarten, Grade 1, and Grade 2 students' School Engagement and Achievement of Learning Goals ratings were significantly higher than Grade 3, 4, 5, 6, and 7 students' ratings. Many of these differences were small, as indicated by effect sizes between 0-0.49. However, there were some moderately sized differences as well, including between Kindergarten students' ratings and Grade 5, 6, and 7 students' ratings, between Grade 1 students' ratings and Grade 6 and 7 students' ratings, and between Grade 2 students' ratings and Grade 6 students' ratings. Additionally, Grade 3 students' ratings were significantly higher than Grade 5, 6, and 7 students' ratings. The size of these differences was small.

Table 15. Statistical Tests of Differences Across Grade Levels

Kindergarten	-							
Gr. 1	NS	-						
Gr. 2	NS	NS	-					
Gr. 3	* 0.21	** 0.21	* 0.17	-				
Gr. 4	*** 0.37	*** 0.37	*** 0.33	NS	-			
Gr. 5	*** 0.50	*** 0.49	*** 0.46	*** 0.30	NS	-		
Gr. 6	*** 0.54	*** 0.53	*** 0.50	*** 0.33	NS	NS	-	
Gr. 7	*** 0.51	*** 0.50	*** 0.47	** 0.29	NS	NS	NS	-
	Kinder- garten	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7

*Significant at the $p < .05$ level

**Significant at the $p < .01$ level

***Significant at the $p < .001$ level

NS = No significant difference

Recommendations

TBD once end-of-year data has been collected

Appendix A

Teacher SEL Lead Initiative Survey

To support planning and programming, we would like to ask you some questions about your experiences with the Social and Emotional Learning Initiative. We are asking educators like you for the purpose of exploring the following areas of interest:

- Awareness of the SEL Initiative
- SEL planning and delivery
- Student, teacher, and school outcomes; and
- SEL Initiative strengths and sustainability

This is a reflective tool to capture a snapshot of schoolwide social and emotional learning. Please know that we are not evaluating you or your teaching practices. Your responses will be summarized along with those of others for the purposes of the report, such that personal anonymity is maintained. Thank you for your participation.

* This form will record your name, please fill your name.

Teacher Questions

In this section, we will ask you some questions about you and your own use of SEL. Please answer these questions to the best of your ability.

1. School Name:

2. Grade Level(s) Taught (select all that apply):

☐ Kindergarten

☐ Grade 1

☐ Grade 2

☐ Grade 3

☐ Grade 4

☐ Grade 5

☐ Grade 6

☐ Grade 7

3. Please select your level of involvement in the SEL Initiative.

- ☐ I am not involved
- ☐ I incorporate SEL into my classroom, but I am not on the SEL Team
- ☐ I incorporate SEL into my classroom and I am a member of the SEL Team

4. Have you been a member of the SEL Team in past years?

- ☐ Yes
- ☐ No

5. Have you incorporated SEL into your classroom in past years?

- ☐ Yes
- ☐ No

6. I use SEL practices as a foundation to teaching and learning processes.

- | | | |
|---|---|--|
| <input type="radio"/> 0-10% of the time | <input type="radio"/> 11-20% of the time | <input type="radio"/> 21-30% of the time |
| <input type="radio"/> 31-40% of the time | <input type="radio"/> 41-50% of the time | <input type="radio"/> 51-60% of the time |
| <input type="radio"/> 61-70% of the time | <input type="radio"/> 71-80% of the time | <input type="radio"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

7. I can implement SEL strategies that are grounded in research-informed practices.

- | | | |
|---|---|--|
| <input type="radio"/> 0-10% of the time | <input type="radio"/> 11-20% of the time | <input type="radio"/> 21-30% of the time |
| <input type="radio"/> 31-40% of the time | <input type="radio"/> 41-50% of the time | <input type="radio"/> 51-60% of the time |
| <input type="radio"/> 61-70% of the time | <input type="radio"/> 71-80% of the time | <input type="radio"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

8. I demonstrate Empathy for Others.

- | | | |
|---|---|--|
| <input type="radio"/> 0-10% of the time | <input type="radio"/> 11-20% of the time | <input type="radio"/> 21-30% of the time |
| <input type="radio"/> 31-40% of the time | <input type="radio"/> 41-50% of the time | <input type="radio"/> 51-60% of the time |
| <input type="radio"/> 61-70% of the time | <input type="radio"/> 71-80% of the time | <input type="radio"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

9. I know who I am and what I believe in.

- | | | |
|---|---|--|
| <input type="radio"/> 0-10% of the time | <input type="radio"/> 11-20% of the time | <input type="radio"/> 21-30% of the time |
| <input type="radio"/> 31-40% of the time | <input type="radio"/> 41-50% of the time | <input type="radio"/> 51-60% of the time |
| <input type="radio"/> 61-70% of the time | <input type="radio"/> 71-80% of the time | <input type="radio"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

10. I am confident in my ability to rebound/overcome if I have a bad day at work.

- | | | |
|---|---|--|
| <input type="radio"/> 0-10% of the time | <input type="radio"/> 11-20% of the time | <input type="radio"/> 21-30% of the time |
| <input type="radio"/> 31-40% of the time | <input type="radio"/> 41-50% of the time | <input type="radio"/> 51-60% of the time |
| <input type="radio"/> 61-70% of the time | <input type="radio"/> 71-80% of the time | <input type="radio"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

11. I take actions to make the students in my classroom and school feel welcome.

- | | | |
|---|---|--|
| <input type="radio"/> 0-10% of the time | <input type="radio"/> 11-20% of the time | <input type="radio"/> 21-30% of the time |
| <input type="radio"/> 31-40% of the time | <input type="radio"/> 41-50% of the time | <input type="radio"/> 51-60% of the time |
| <input type="radio"/> 61-70% of the time | <input type="radio"/> 71-80% of the time | <input type="radio"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

12. I take actions to make the students in my classroom and school feel included.

- | | | |
|---|---|--|
| <input type="radio"/> 0-10% of the time | <input type="radio"/> 11-20% of the time | <input type="radio"/> 21-30% of the time |
| <input type="radio"/> 31-40% of the time | <input type="radio"/> 41-50% of the time | <input type="radio"/> 51-60% of the time |
| <input type="radio"/> 61-70% of the time | <input type="radio"/> 71-80% of the time | <input type="radio"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

13. I take actions to show value to the diverse experiences of others at my school.

- | | | |
|---|---|--|
| <input type="radio"/> 0-10% of the time | <input type="radio"/> 11-20% of the time | <input type="radio"/> 21-30% of the time |
| <input type="radio"/> 31-40% of the time | <input type="radio"/> 41-50% of the time | <input type="radio"/> 51-60% of the time |
| <input type="radio"/> 61-70% of the time | <input type="radio"/> 71-80% of the time | <input type="radio"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

14. I feel like I have effective strategies to manage my classroom when there are disruptions.

- | | | |
|---|---|--|
| <input type="radio"/> 0-10% of the time | <input type="radio"/> 11-20% of the time | <input type="radio"/> 21-30% of the time |
| <input type="radio"/> 31-40% of the time | <input type="radio"/> 41-50% of the time | <input type="radio"/> 51-60% of the time |
| <input type="radio"/> 61-70% of the time | <input type="radio"/> 71-80% of the time | <input type="radio"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

15. I feel like there is at least one colleague at my school who I can go to when I need support.

- | | | |
|---|---|--|
| <input type="radio"/> 0-10% of the time | <input type="radio"/> 11-20% of the time | <input type="radio"/> 21-30% of the time |
| <input type="radio"/> 31-40% of the time | <input type="radio"/> 41-50% of the time | <input type="radio"/> 51-60% of the time |
| <input type="radio"/> 61-70% of the time | <input type="radio"/> 71-80% of the time | <input type="radio"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

16. I feel like I have awareness and acceptance of my emotions.

- | | | |
|---|---|--|
| <input type="radio"/> 0-10% of the time | <input type="radio"/> 11-20% of the time | <input type="radio"/> 21-30% of the time |
| <input type="radio"/> 31-40% of the time | <input type="radio"/> 41-50% of the time | <input type="radio"/> 51-60% of the time |
| <input type="radio"/> 61-70% of the time | <input type="radio"/> 71-80% of the time | <input type="radio"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

17. I feel like other people value my work.

- | | | |
|---|---|--|
| <input type="radio"/> 0-10% of the time | <input type="radio"/> 11-20% of the time | <input type="radio"/> 21-30% of the time |
| <input type="radio"/> 31-40% of the time | <input type="radio"/> 41-50% of the time | <input type="radio"/> 51-60% of the time |
| <input type="radio"/> 61-70% of the time | <input type="radio"/> 71-80% of the time | <input type="radio"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

18. What strategies have you used in your classroom to support student SEL in previous years?

19. What SEL strategies have you used to support your own wellbeing in previous years?

20. CASEL prescribes 10 indicators that schools can focus on to improve SEL competencies schoolwide. Among the indicators of SEL listed below, which do you plan to focus on this year (select all that apply)?

- | | | |
|---|---|---|
| <input type="checkbox"/> Explicit SEL instruction | <input type="checkbox"/> SEL integrated with academic instruction | <input type="checkbox"/> Youth voice and engagement |
| <input type="checkbox"/> Supportive school and classroom climates | <input type="checkbox"/> Authentic family partnerships | <input type="checkbox"/> Focus on adult SEL |
| <input type="checkbox"/> Aligned community partnerships | <input type="checkbox"/> Systems for continuous improvement | <input type="checkbox"/> A continuum of integrated supports |

21. In your understanding today, What is SEL?

Questions About Your Students

In this section, you will answer questions about your students. When filling out this section, please think about the *majority* of your students. We understand that there are some students that might stand out because they need additional support. We will provide an opportunity for you to address those students' competencies at the end of the survey.

22. My students are good at solving problems they have with other people.

- | | | |
|---|---|---|
| <input type="checkbox"/> 0-10% of the time | <input type="checkbox"/> 11-20% of the time | <input type="checkbox"/> 21-30% of the time |
| <input type="checkbox"/> 31-40% of the time | <input type="checkbox"/> 41-50% of the time | <input type="checkbox"/> 51-60% of the time |
| <input type="checkbox"/> 61-70% of the time | <input type="checkbox"/> 71-80% of the time | <input type="checkbox"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

23. My students care about how other people feel.

- | | | |
|---|---|---|
| <input type="checkbox"/> 0-10% of the time | <input type="checkbox"/> 11-20% of the time | <input type="checkbox"/> 21-30% of the time |
| <input type="checkbox"/> 31-40% of the time | <input type="checkbox"/> 41-50% of the time | <input type="checkbox"/> 51-60% of the time |
| <input type="checkbox"/> 61-70% of the time | <input type="checkbox"/> 71-80% of the time | <input type="checkbox"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

24. If my students set their mind on it and work hard, they can learn to do most things.

- | | | |
|---|---|---|
| <input type="checkbox"/> 0-10% of the time | <input type="checkbox"/> 11-20% of the time | <input type="checkbox"/> 21-30% of the time |
| <input type="checkbox"/> 31-40% of the time | <input type="checkbox"/> 41-50% of the time | <input type="checkbox"/> 51-60% of the time |
| <input type="checkbox"/> 61-70% of the time | <input type="checkbox"/> 71-80% of the time | <input type="checkbox"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

25. My students think through the consequences of their actions before they make a decision.

- | | | |
|---|---|---|
| <input type="checkbox"/> 0-10% of the time | <input type="checkbox"/> 11-20% of the time | <input type="checkbox"/> 21-30% of the time |
| <input type="checkbox"/> 31-40% of the time | <input type="checkbox"/> 41-50% of the time | <input type="checkbox"/> 51-60% of the time |
| <input type="checkbox"/> 61-70% of the time | <input type="checkbox"/> 71-80% of the time | <input type="checkbox"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

26. People in our classroom or school notice when my students are good at something.

- | | | |
|---|---|---|
| <input type="checkbox"/> 0-10% of the time | <input type="checkbox"/> 11-20% of the time | <input type="checkbox"/> 21-30% of the time |
| <input type="checkbox"/> 31-40% of the time | <input type="checkbox"/> 41-50% of the time | <input type="checkbox"/> 51-60% of the time |
| <input type="checkbox"/> 61-70% of the time | <input type="checkbox"/> 71-80% of the time | <input type="checkbox"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

27. My students try to cheer people up when they are feeling sad.

- | | | |
|---|---|---|
| <input type="checkbox"/> 0-10% of the time | <input type="checkbox"/> 11-20% of the time | <input type="checkbox"/> 21-30% of the time |
| <input type="checkbox"/> 31-40% of the time | <input type="checkbox"/> 41-50% of the time | <input type="checkbox"/> 51-60% of the time |
| <input type="checkbox"/> 61-70% of the time | <input type="checkbox"/> 71-80% of the time | <input type="checkbox"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

28. My students know what their strengths and positive qualities are.

- | | | |
|---|---|---|
| <input type="checkbox"/> 0-10% of the time | <input type="checkbox"/> 11-20% of the time | <input type="checkbox"/> 21-30% of the time |
| <input type="checkbox"/> 31-40% of the time | <input type="checkbox"/> 41-50% of the time | <input type="checkbox"/> 51-60% of the time |
| <input type="checkbox"/> 61-70% of the time | <input type="checkbox"/> 71-80% of the time | <input type="checkbox"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

29. My students are good at communicating with other students and teachers at our school.

- | | | |
|---|---|---|
| <input type="checkbox"/> 0-10% of the time | <input type="checkbox"/> 11-20% of the time | <input type="checkbox"/> 21-30% of the time |
| <input type="checkbox"/> 31-40% of the time | <input type="checkbox"/> 41-50% of the time | <input type="checkbox"/> 51-60% of the time |
| <input type="checkbox"/> 61-70% of the time | <input type="checkbox"/> 71-80% of the time | <input type="checkbox"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

30. My students like to participate in classroom or school activities.

- | | | |
|---|---|---|
| <input type="checkbox"/> 0-10% of the time | <input type="checkbox"/> 11-20% of the time | <input type="checkbox"/> 21-30% of the time |
| <input type="checkbox"/> 31-40% of the time | <input type="checkbox"/> 41-50% of the time | <input type="checkbox"/> 51-60% of the time |
| <input type="checkbox"/> 61-70% of the time | <input type="checkbox"/> 71-80% of the time | <input type="checkbox"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

31. My students understand that their emotions affect their behaviors.

- | | | |
|---|---|---|
| <input type="checkbox"/> 0-10% of the time | <input type="checkbox"/> 11-20% of the time | <input type="checkbox"/> 21-30% of the time |
| <input type="checkbox"/> 31-40% of the time | <input type="checkbox"/> 41-50% of the time | <input type="checkbox"/> 51-60% of the time |
| <input type="checkbox"/> 61-70% of the time | <input type="checkbox"/> 71-80% of the time | <input type="checkbox"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

32. My students understand the difference between what's right and wrong.

- | | | |
|---|---|---|
| <input type="checkbox"/> 0-10% of the time | <input type="checkbox"/> 11-20% of the time | <input type="checkbox"/> 21-30% of the time |
| <input type="checkbox"/> 31-40% of the time | <input type="checkbox"/> 41-50% of the time | <input type="checkbox"/> 51-60% of the time |
| <input type="checkbox"/> 61-70% of the time | <input type="checkbox"/> 71-80% of the time | <input type="checkbox"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

33. There is at least one adult in our school who really cares about my students.

- | | | |
|---|---|---|
| <input type="checkbox"/> 0-10% of the time | <input type="checkbox"/> 11-20% of the time | <input type="checkbox"/> 21-30% of the time |
| <input type="checkbox"/> 31-40% of the time | <input type="checkbox"/> 41-50% of the time | <input type="checkbox"/> 51-60% of the time |
| <input type="checkbox"/> 61-70% of the time | <input type="checkbox"/> 71-80% of the time | <input type="checkbox"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

34. At our school, there is a teacher or some other adult who always wants my students to do their best.

- | | | |
|---|---|---|
| <input type="checkbox"/> 0-10% of the time | <input type="checkbox"/> 11-20% of the time | <input type="checkbox"/> 21-30% of the time |
| <input type="checkbox"/> 31-40% of the time | <input type="checkbox"/> 41-50% of the time | <input type="checkbox"/> 51-60% of the time |
| <input type="checkbox"/> 61-70% of the time | <input type="checkbox"/> 71-80% of the time | <input type="checkbox"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

35. My students are good at setting goals for themselves.

- | | | |
|---|---|--|
| <input type="radio"/> 0-10% of the time | <input type="radio"/> 11-20% of the time | <input type="radio"/> 21-30% of the time |
| <input type="radio"/> 31-40% of the time | <input type="radio"/> 41-50% of the time | <input type="radio"/> 51-60% of the time |
| <input type="radio"/> 61-70% of the time | <input type="radio"/> 71-80% of the time | <input type="radio"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

36. My students are good friends to other people.

- | | | |
|---|---|--|
| <input type="radio"/> 0-10% of the time | <input type="radio"/> 11-20% of the time | <input type="radio"/> 21-30% of the time |
| <input type="radio"/> 31-40% of the time | <input type="radio"/> 41-50% of the time | <input type="radio"/> 51-60% of the time |
| <input type="radio"/> 61-70% of the time | <input type="radio"/> 71-80% of the time | <input type="radio"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

37. My students are able to pay attention in class.

- | | | |
|---|---|--|
| <input type="radio"/> 0-10% of the time | <input type="radio"/> 11-20% of the time | <input type="radio"/> 21-30% of the time |
| <input type="radio"/> 31-40% of the time | <input type="radio"/> 41-50% of the time | <input type="radio"/> 51-60% of the time |
| <input type="radio"/> 61-70% of the time | <input type="radio"/> 71-80% of the time | <input type="radio"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

38. My students understand that their choices can affect other people.

- | | | |
|---|---|--|
| <input type="radio"/> 0-10% of the time | <input type="radio"/> 11-20% of the time | <input type="radio"/> 21-30% of the time |
| <input type="radio"/> 31-40% of the time | <input type="radio"/> 41-50% of the time | <input type="radio"/> 51-60% of the time |
| <input type="radio"/> 61-70% of the time | <input type="radio"/> 71-80% of the time | <input type="radio"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

39. My students can manage their emotions.

- | | | |
|---|---|--|
| <input type="radio"/> 0-10% of the time | <input type="radio"/> 11-20% of the time | <input type="radio"/> 21-30% of the time |
| <input type="radio"/> 31-40% of the time | <input type="radio"/> 41-50% of the time | <input type="radio"/> 51-60% of the time |
| <input type="radio"/> 61-70% of the time | <input type="radio"/> 71-80% of the time | <input type="radio"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

40. My students have a friend or peer at school who helps them when they're having a hard time.

- | | | |
|---|---|--|
| <input type="radio"/> 0-10% of the time | <input type="radio"/> 11-20% of the time | <input type="radio"/> 21-30% of the time |
| <input type="radio"/> 31-40% of the time | <input type="radio"/> 41-50% of the time | <input type="radio"/> 51-60% of the time |
| <input type="radio"/> 61-70% of the time | <input type="radio"/> 71-80% of the time | <input type="radio"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

41. My students feel like they belong in my classroom and/or our school.

- | | | |
|---|---|--|
| <input type="radio"/> 0-10% of the time | <input type="radio"/> 11-20% of the time | <input type="radio"/> 21-30% of the time |
| <input type="radio"/> 31-40% of the time | <input type="radio"/> 41-50% of the time | <input type="radio"/> 51-60% of the time |
| <input type="radio"/> 61-70% of the time | <input type="radio"/> 71-80% of the time | <input type="radio"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

42. My students try to understand how other people think and feel.

- | | | |
|---|---|--|
| <input type="radio"/> 0-10% of the time | <input type="radio"/> 11-20% of the time | <input type="radio"/> 21-30% of the time |
| <input type="radio"/> 31-40% of the time | <input type="radio"/> 41-50% of the time | <input type="radio"/> 51-60% of the time |
| <input type="radio"/> 61-70% of the time | <input type="radio"/> 71-80% of the time | <input type="radio"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

43. My students know how to deal with difficulties in their lives.

- | | | |
|---|---|--|
| <input type="radio"/> 0-10% of the time | <input type="radio"/> 11-20% of the time | <input type="radio"/> 21-30% of the time |
| <input type="radio"/> 31-40% of the time | <input type="radio"/> 41-50% of the time | <input type="radio"/> 51-60% of the time |
| <input type="radio"/> 61-70% of the time | <input type="radio"/> 71-80% of the time | <input type="radio"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

44. My students feel like they have a good understanding of the ideas being shared in my classroom.

- | | | |
|---|---|--|
| <input type="radio"/> 0-10% of the time | <input type="radio"/> 11-20% of the time | <input type="radio"/> 21-30% of the time |
| <input type="radio"/> 31-40% of the time | <input type="radio"/> 41-50% of the time | <input type="radio"/> 51-60% of the time |
| <input type="radio"/> 61-70% of the time | <input type="radio"/> 71-80% of the time | <input type="radio"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

45. My students have a friend at school who really cares about them.

- | | | |
|---|---|--|
| <input type="radio"/> 0-10% of the time | <input type="radio"/> 11-20% of the time | <input type="radio"/> 21-30% of the time |
| <input type="radio"/> 31-40% of the time | <input type="radio"/> 41-50% of the time | <input type="radio"/> 51-60% of the time |
| <input type="radio"/> 61-70% of the time | <input type="radio"/> 71-80% of the time | <input type="radio"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

46. My students understand that their choices can impact their future.

- | | | |
|---|---|--|
| <input type="radio"/> 0-10% of the time | <input type="radio"/> 11-20% of the time | <input type="radio"/> 21-30% of the time |
| <input type="radio"/> 31-40% of the time | <input type="radio"/> 41-50% of the time | <input type="radio"/> 51-60% of the time |
| <input type="radio"/> 61-70% of the time | <input type="radio"/> 71-80% of the time | <input type="radio"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

47. It bothers my students when they see someone being mean to someone else.

- | | | |
|---|---|--|
| <input type="radio"/> 0-10% of the time | <input type="radio"/> 11-20% of the time | <input type="radio"/> 21-30% of the time |
| <input type="radio"/> 31-40% of the time | <input type="radio"/> 41-50% of the time | <input type="radio"/> 51-60% of the time |
| <input type="radio"/> 61-70% of the time | <input type="radio"/> 71-80% of the time | <input type="radio"/> 81-90% of the time |
| <input type="radio"/> 91-100% of the time | <input type="radio"/> I don't know/No opinion | |

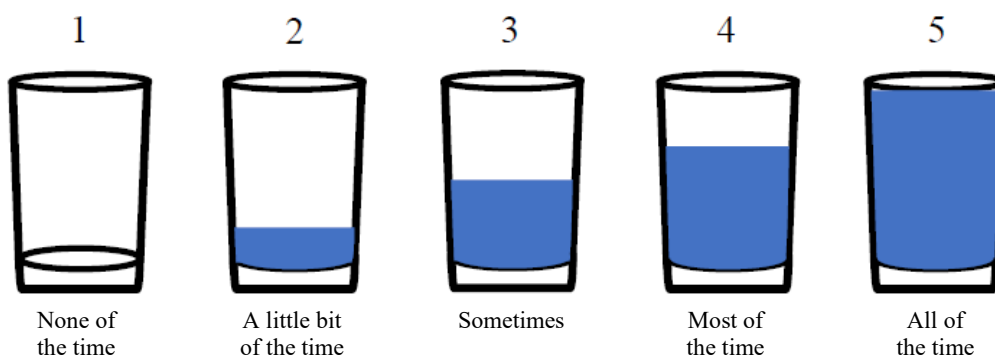
Additional Student Feedback

48. There may be some students who seem to need additional support. If you have students that are not representative of the majority of your students and you would like to speak to how their SEL competencies differ from other students' in your class, please do so here. Specifically, please address their Self-Awareness and Self-Management, sense of belonging and connection to their classroom and school, Empathy for Others, ability to develop and keep Healthy Relationships, critical thinking and decision-making, and school engagement.

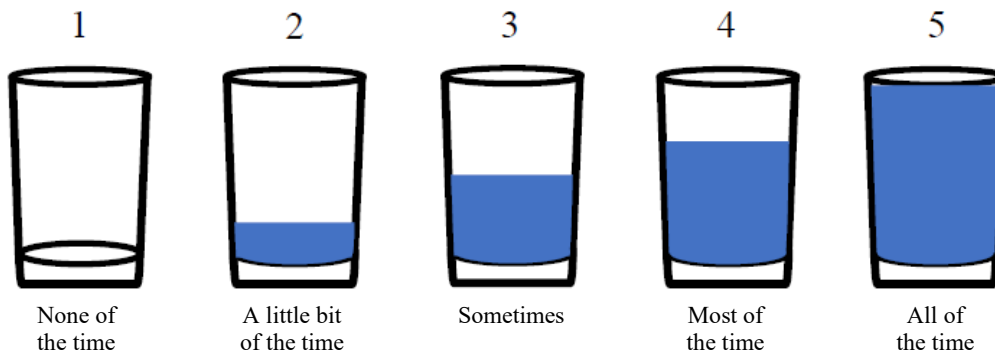
Appendix B

K-2 SEL Lead Initiative Survey

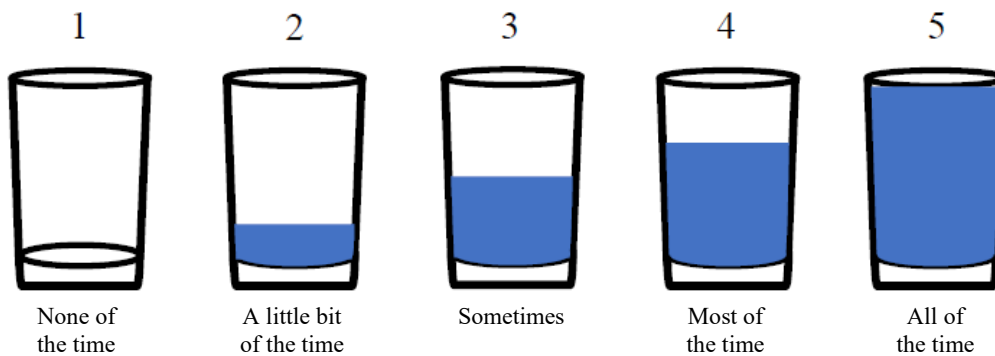
1. I care about how other people feel.



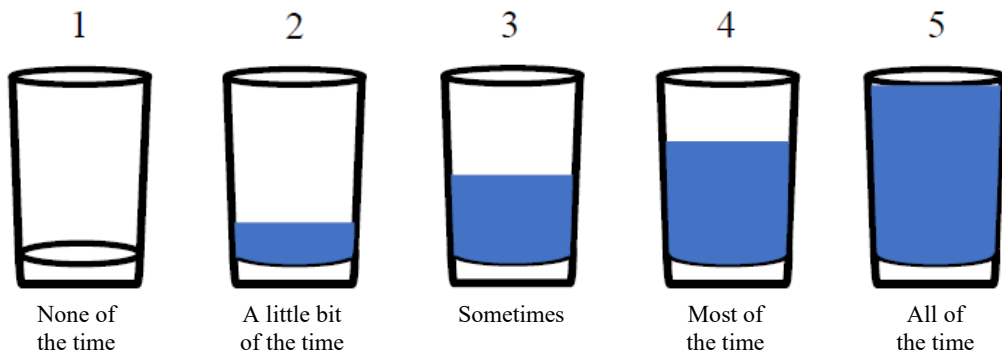
2. I like to participate in my classroom or school activities.



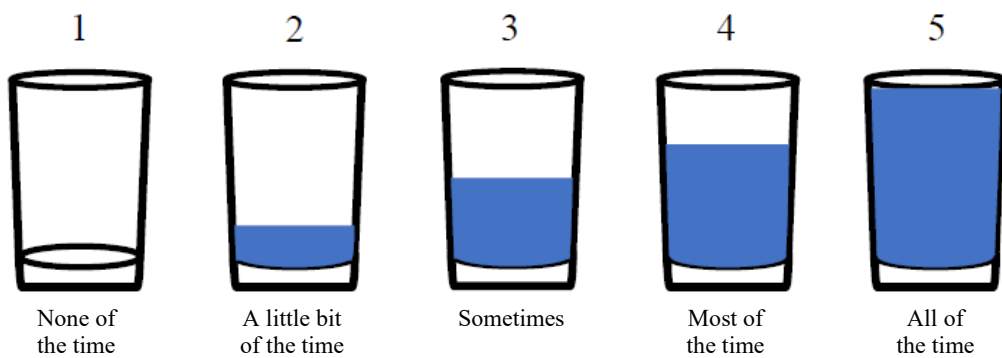
3. I know what's right and wrong.



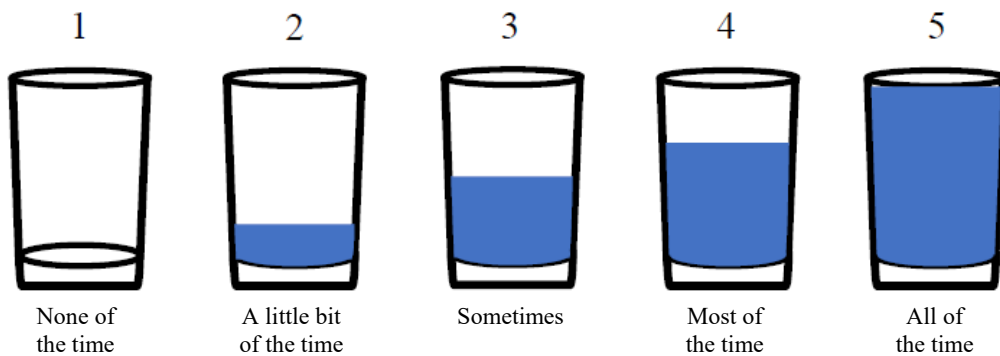
4. There is at least one adult at my school who really cares about me.



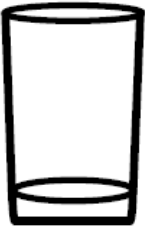




5. I feel like I am a good friend to other people.



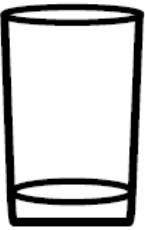




6. I show care for others when they get upset.



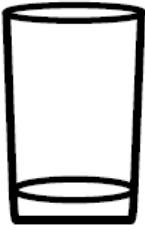




7. I feel like I can listen in class.

1	2	3	4	5
				
None of the time	A little bit of the time	Sometimes	Most of the time	All of the time

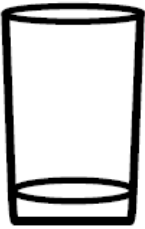




8. I make good choices that do not get me into trouble.

1	2	3	4	5
				
None of the time	A little bit of the time	Sometimes	Most of the time	All of the time

9. I can name my feelings.

1	2	3	4	5
				
None of the time	A little bit of the time	Sometimes	Most of the time	All of the time

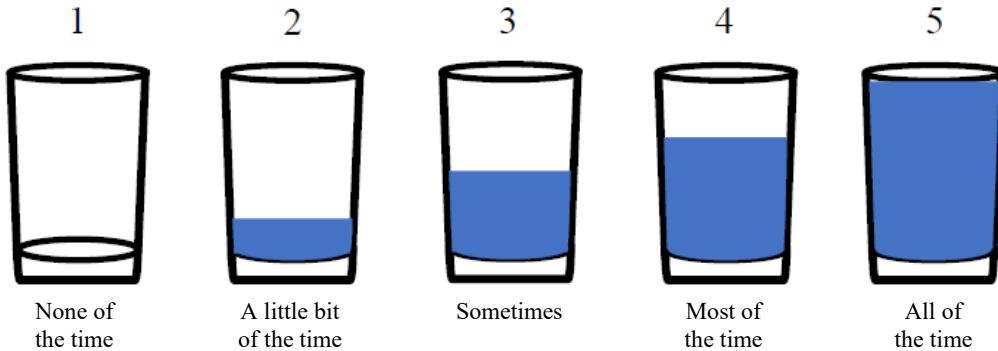
10. I have a friend at my school who really cares about me.

1	2	3	4	5
				
None of the time	A little bit of the time	Sometimes	Most of the time	All of the time

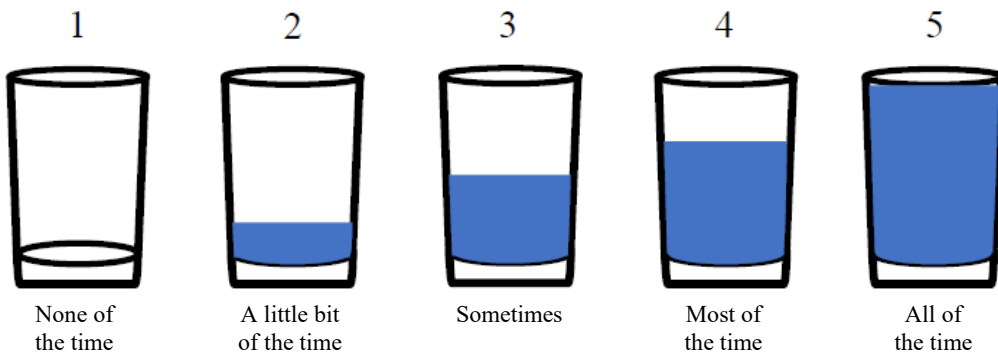
Appendix C

Grade 3-4 SEL Lead Initiative Survey

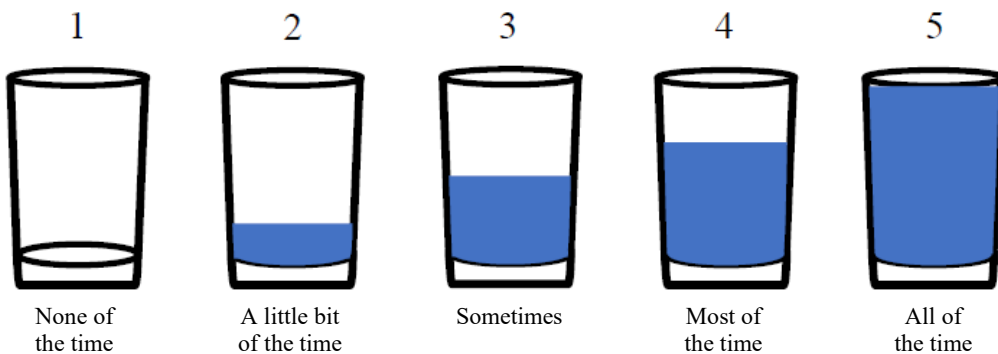
1. I am good at solving problems I have with other people.



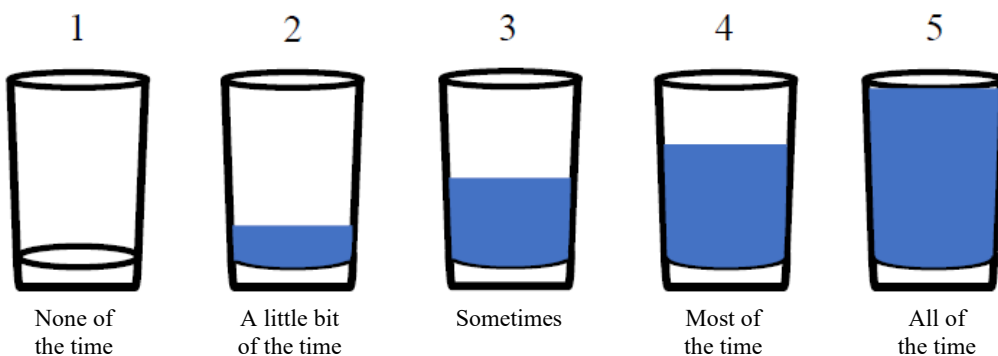
2. I care about how other people feel.



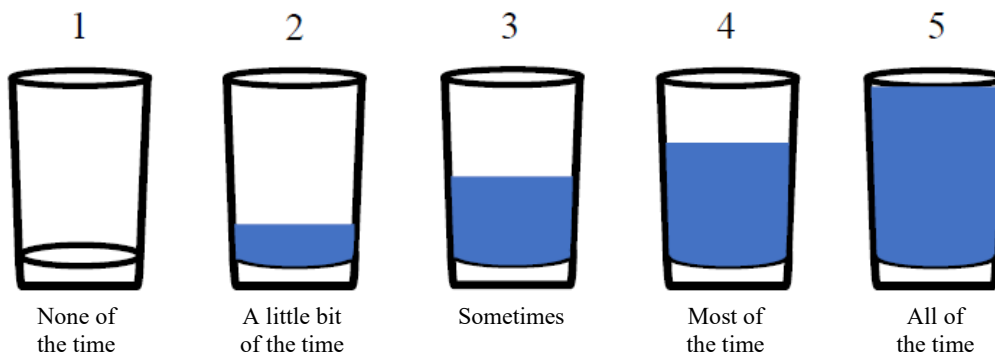
3. I feel like if I set my mind on it and work hard, I can learn how to do most things.



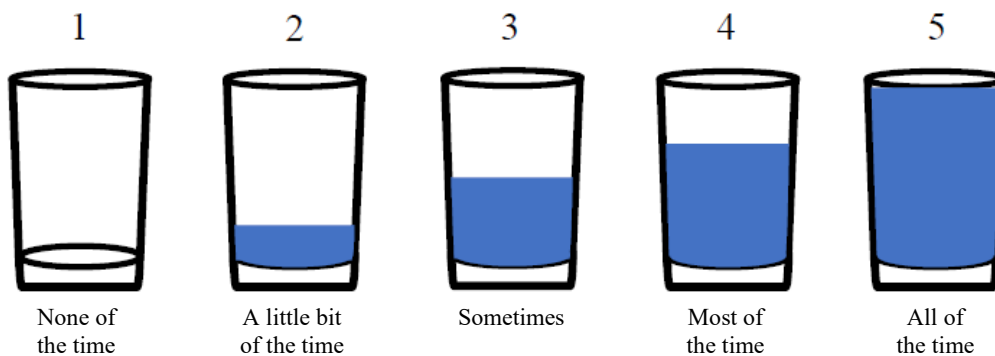
4. I think through the consequences of my actions before I make a decision.



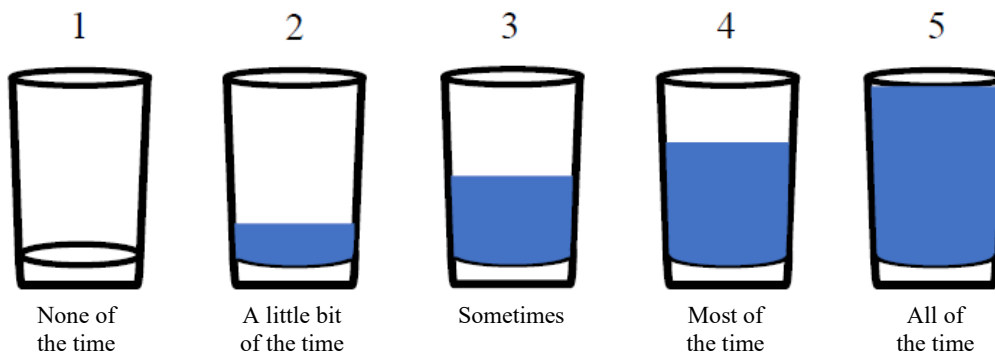
5. People in my classroom or school notice when I'm good at something.



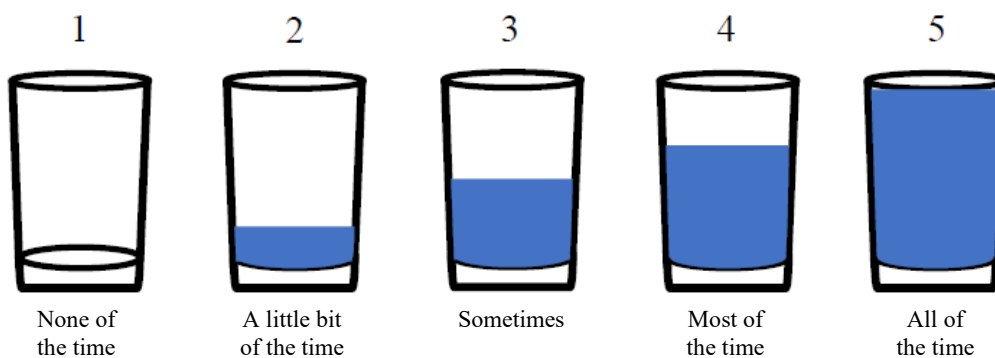
6. I try to cheer someone up when they are feeling sad.



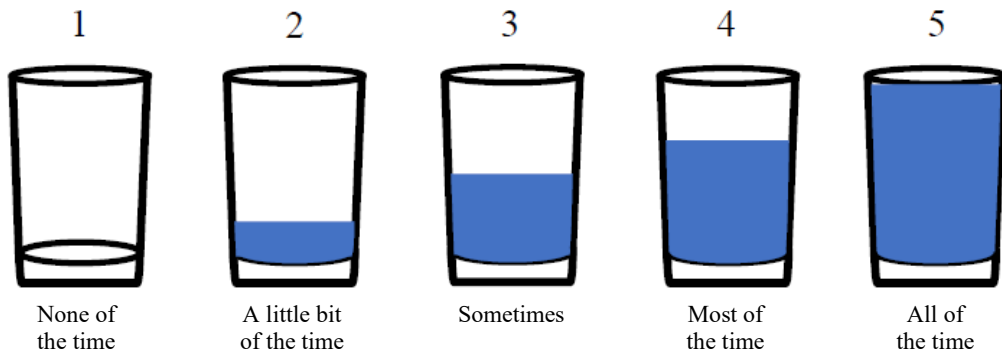
7. I know what my strengths and positive qualities are.



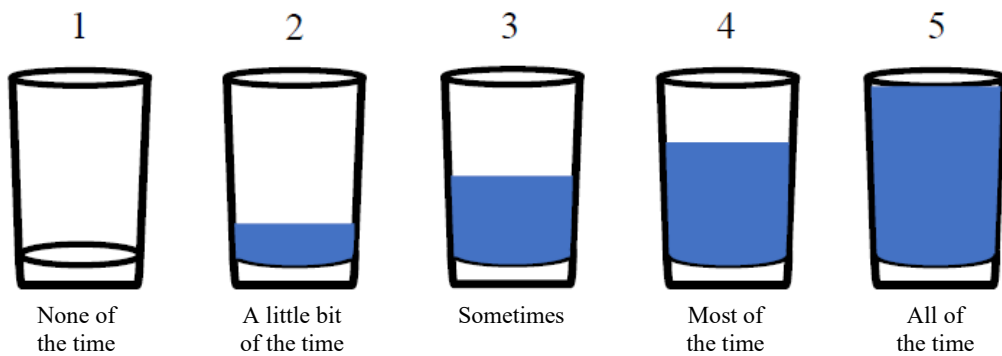
8. I like to participate in my classroom or school activities.



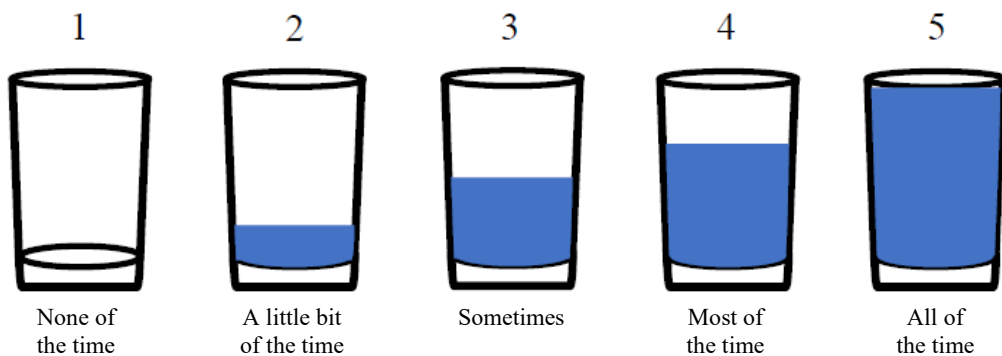
9. I understand that my emotions affect my behaviors.



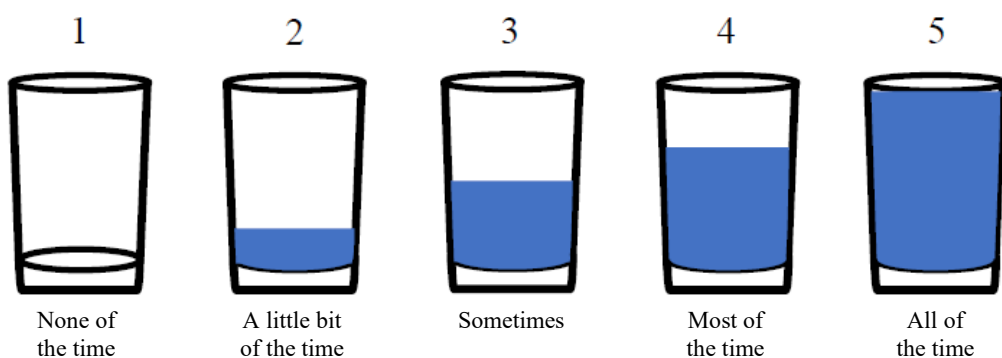
10. I understand the difference between what's right and wrong.



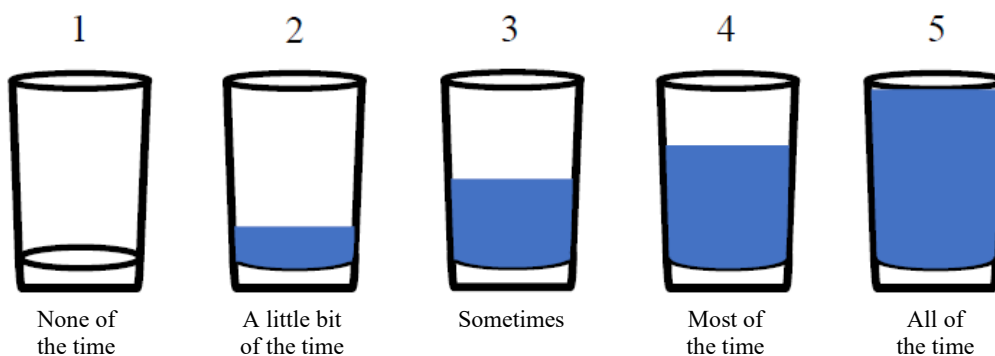
11. There is at least one adult at my school who really cares about me.



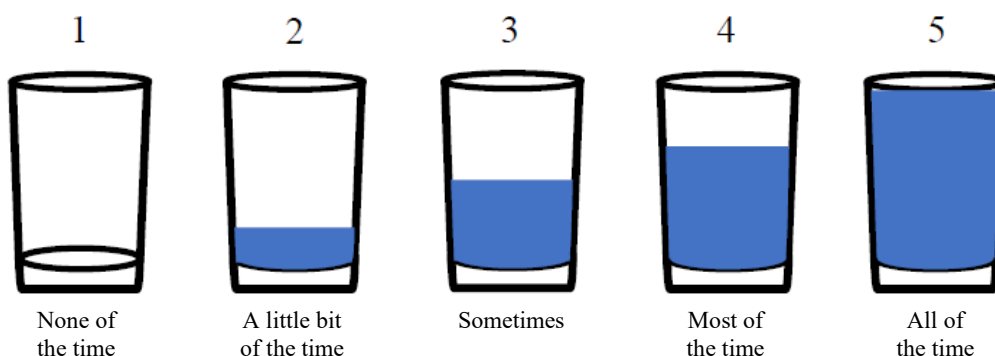
12. I feel like I am a good friend to other people.



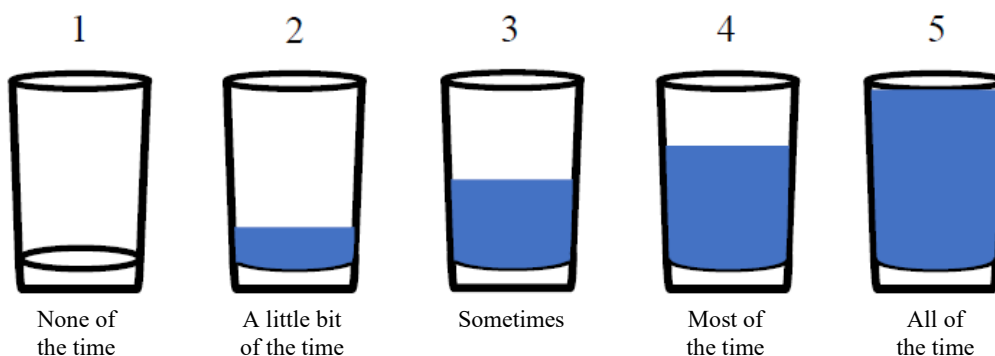
13. I feel like I am able to pay attention in class.



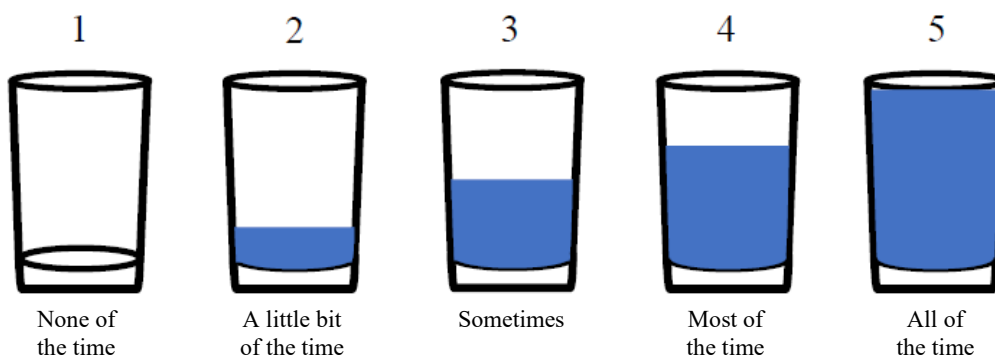
14. I understand that my choices can affect other people.



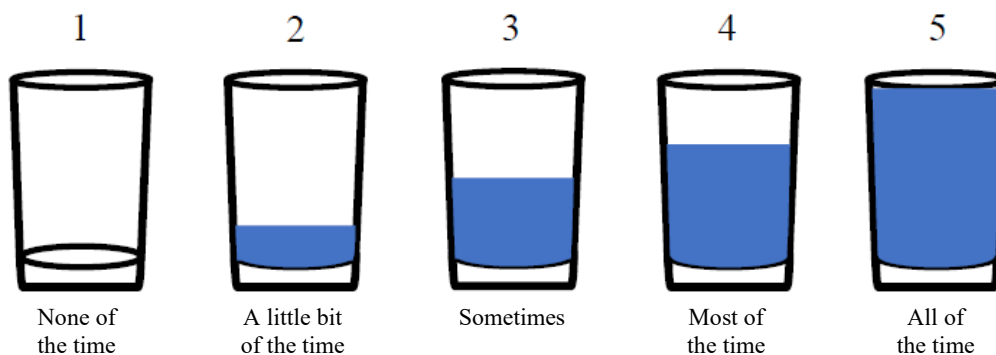
15. I can manage my emotions.



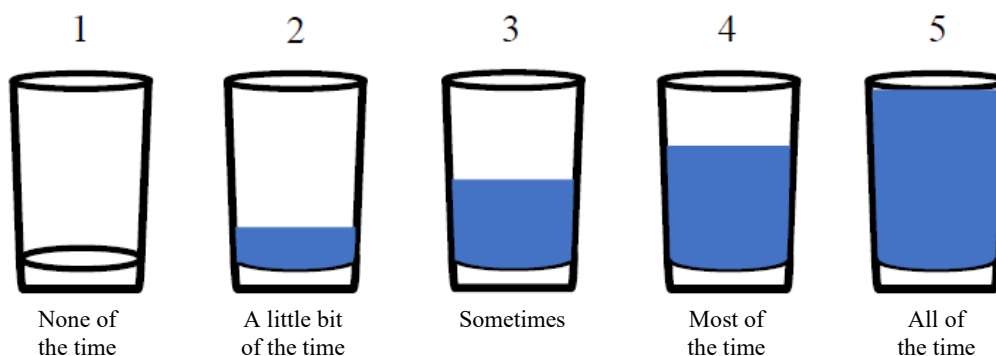
16. I have a friend or peer at school who helps me when I'm having a hard time.



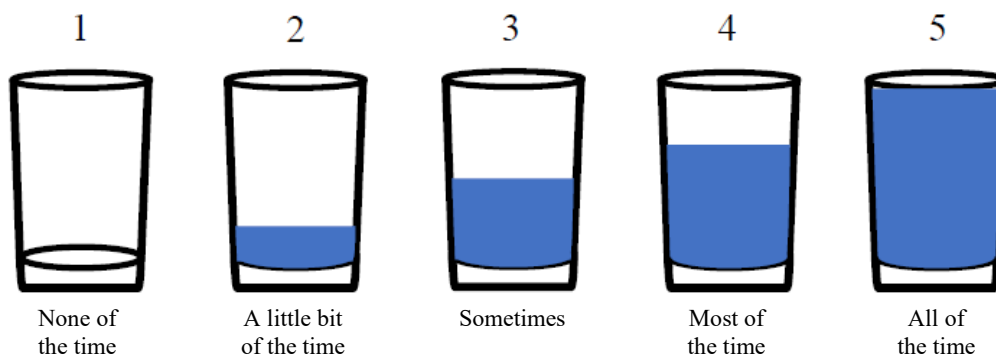
17. I feel like I belong in my classroom and/or school.



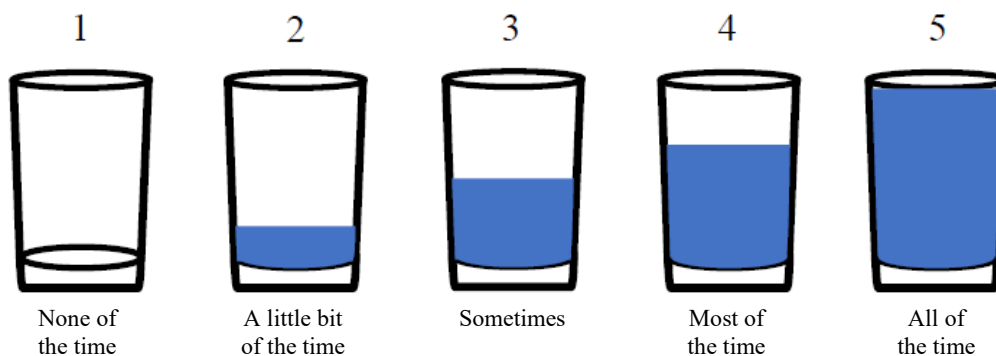
18. I try to understand how other people think and feel.



19. I have a friend at my school who really cares about me.



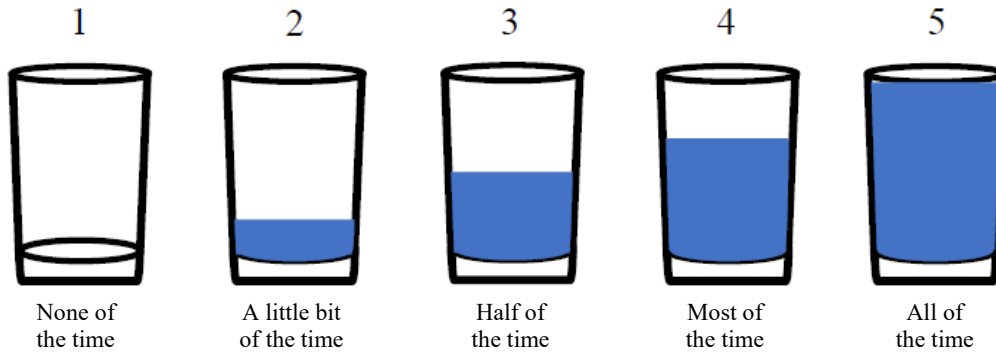
20. It bothers me when I see someone being mean to someone else.



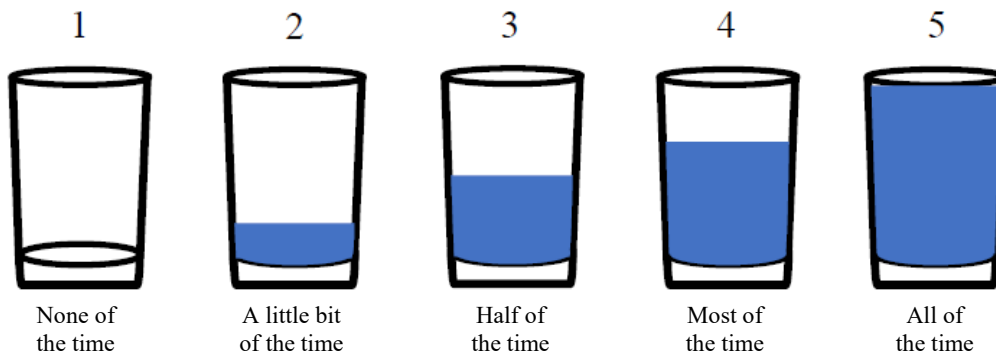
Appendix D

Grade 5-7 SEL Lead Initiative Survey

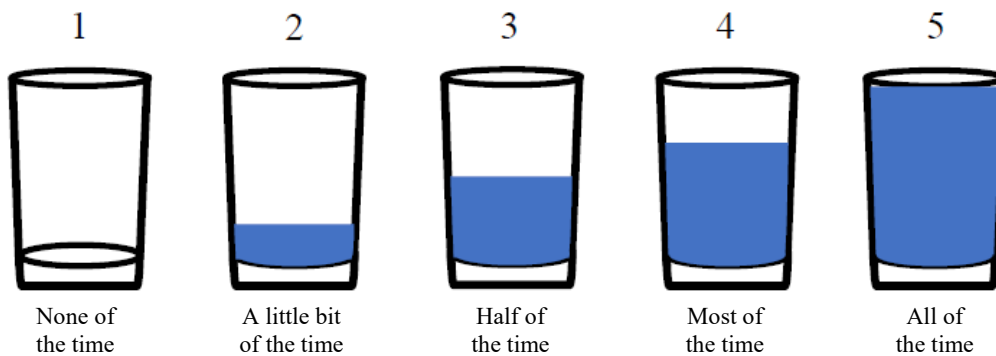
1. am good at solving problems I have with other people.



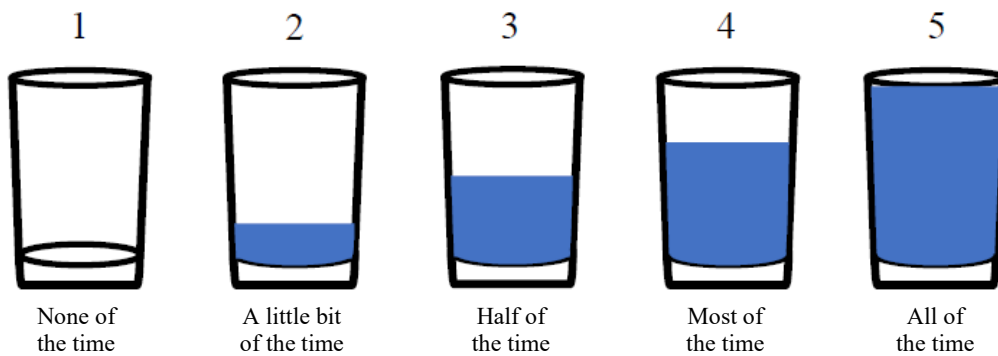
2. I care about how other people feel.



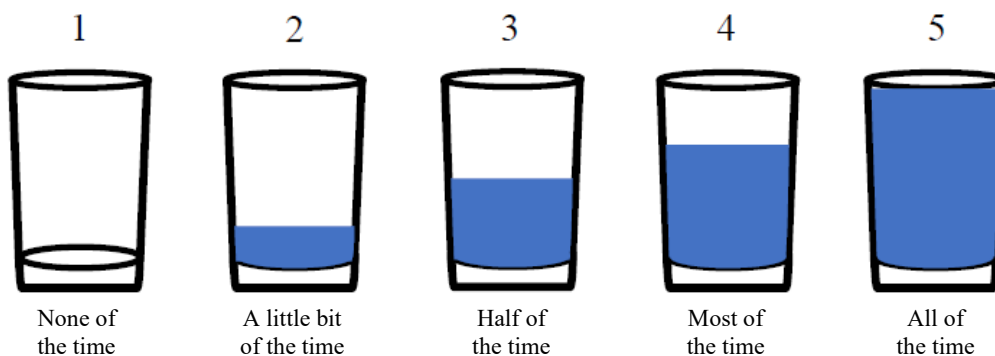
3. I feel like if I set my mind on it and work hard, I can learn how to do most things.



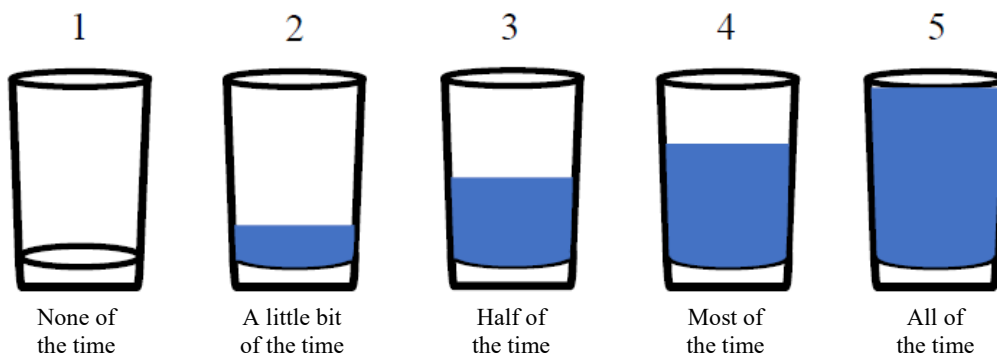
4. I think through the consequences of my actions before I make a decision.



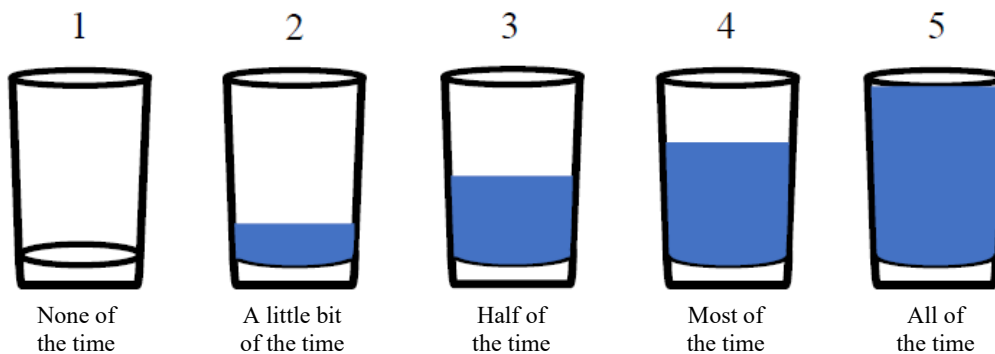
5. People in my classroom or school notice when I'm good at something.



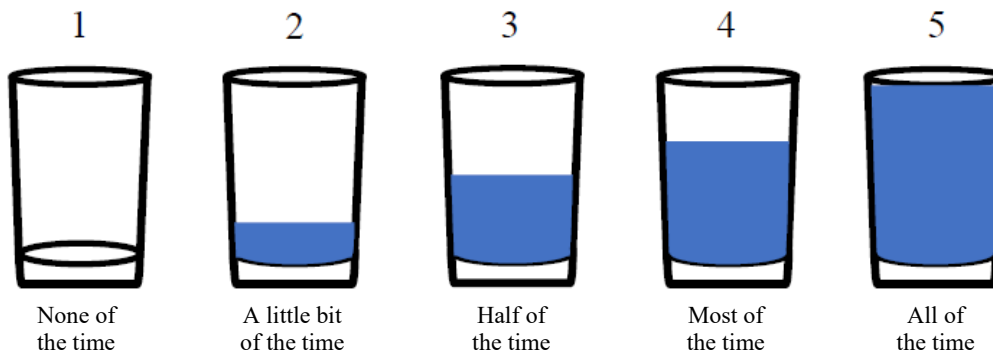
6. I try to cheer someone up when they are feeling sad.



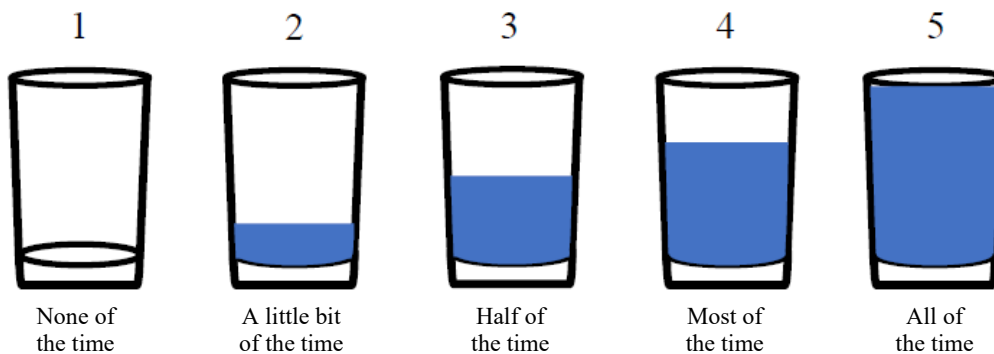
7. I know what my strengths and positive qualities are.



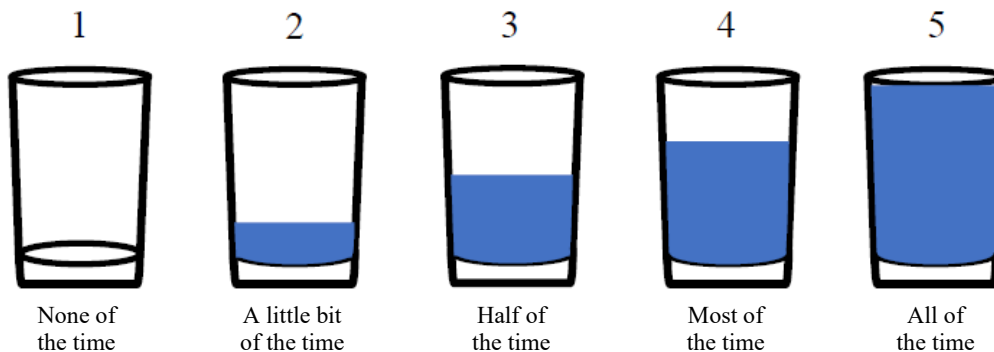
8. I am good at communicating with other students and teachers at my school.



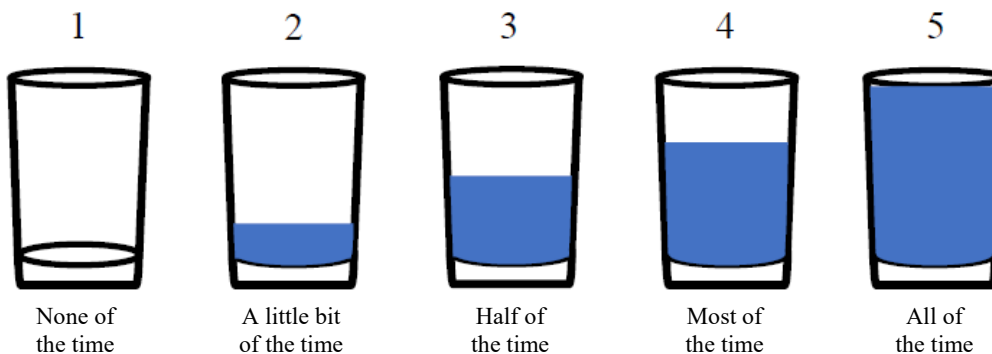
9. I like to participate in my classroom or school activities.



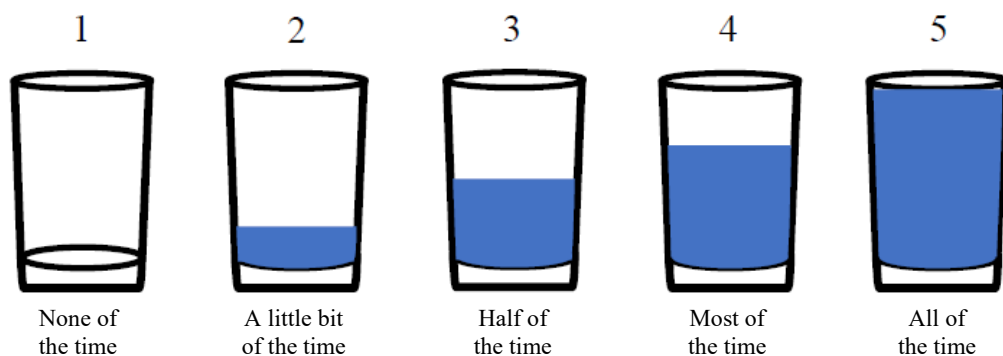
10. I understand that my emotions affect my behaviors.



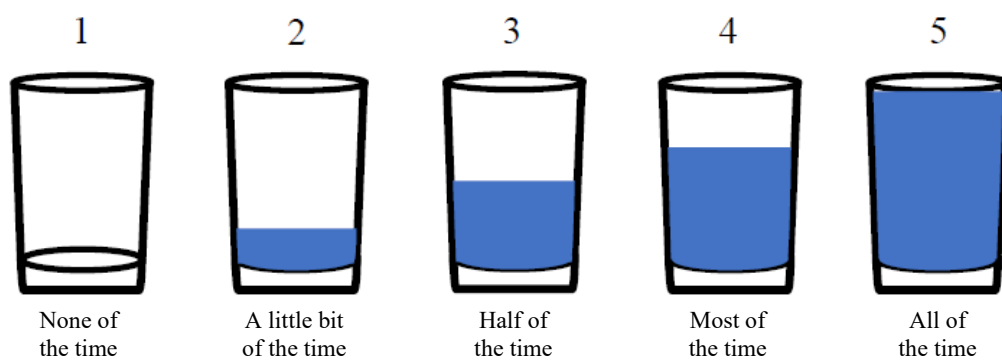
11. I understand the difference between what's right and wrong.



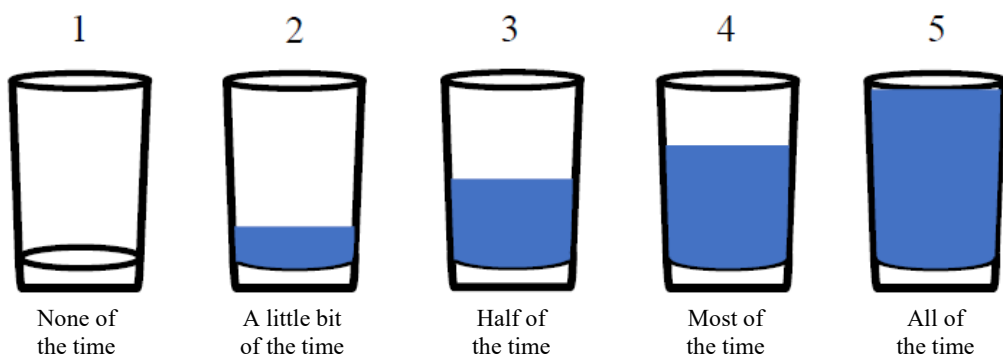
12. There is at least one adult at my school who really cares about me.



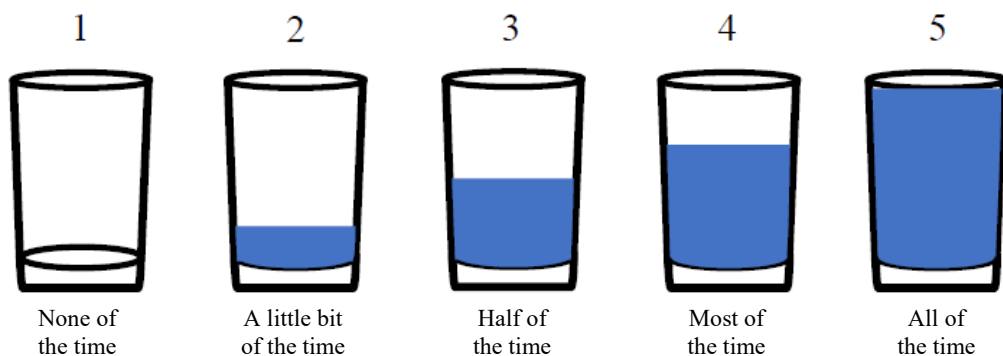
13. At my school, there is a teacher or some other adult who always wants me to do my best.



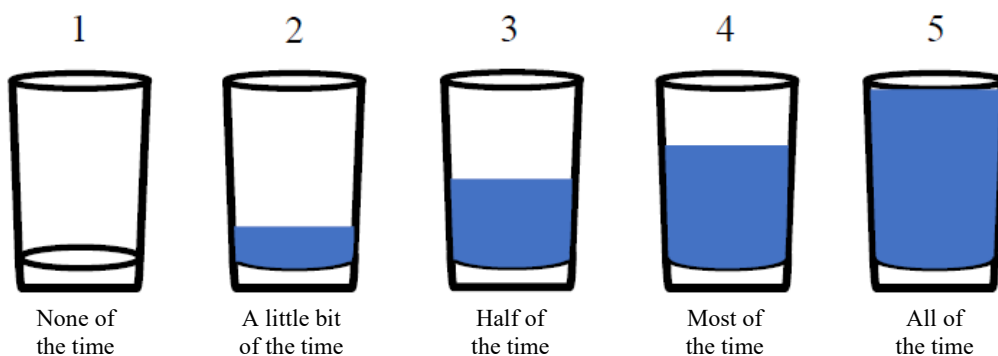
14. I am good at setting goals for myself.



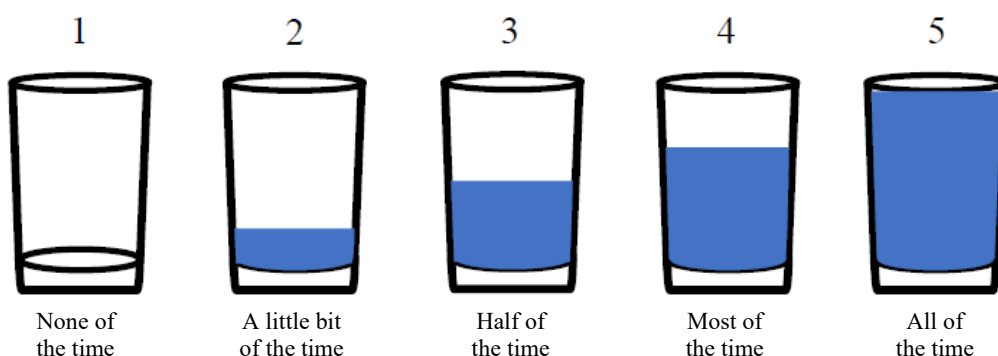
15. I feel like I am a good friend to other people.



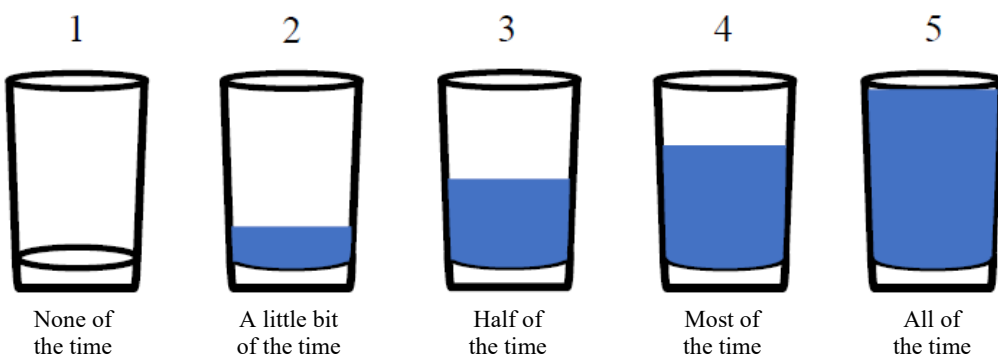
16. I feel like I am able to pay attention in class.



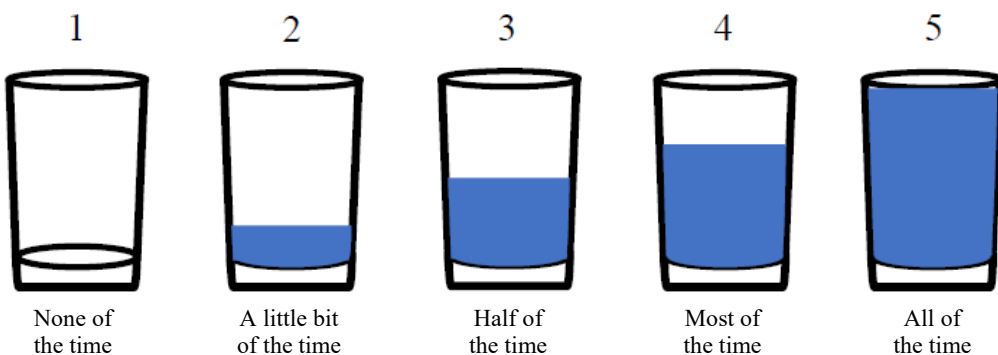
17. I understand that my choices can affect other people.



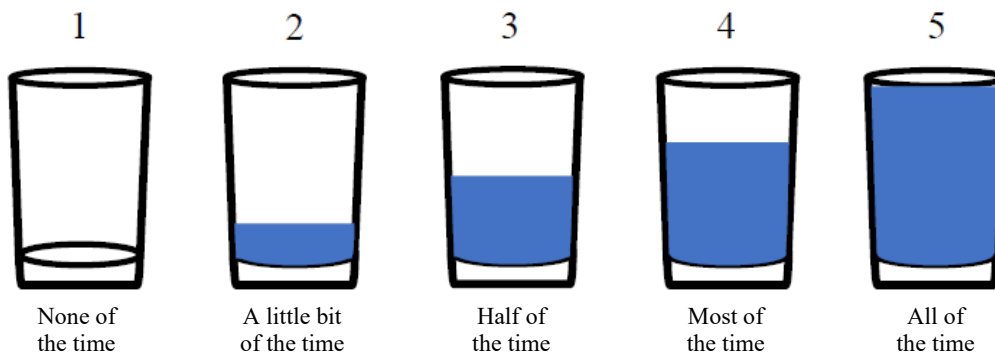
18. I can manage my emotions.



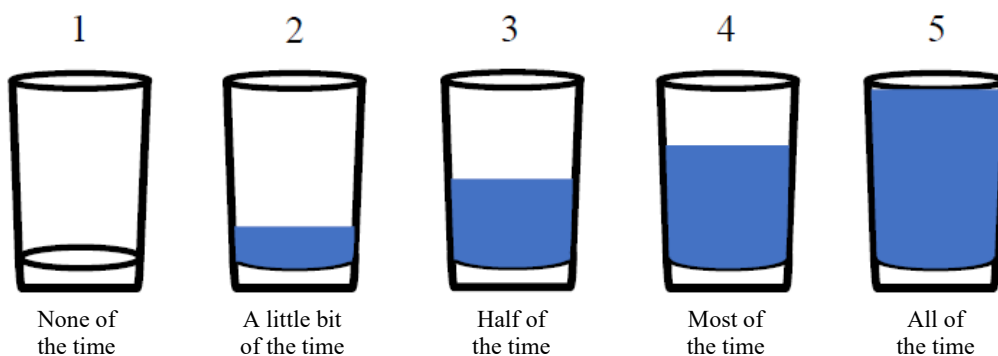
19. I have a friend or peer at school who helps me when I'm having a hard time.



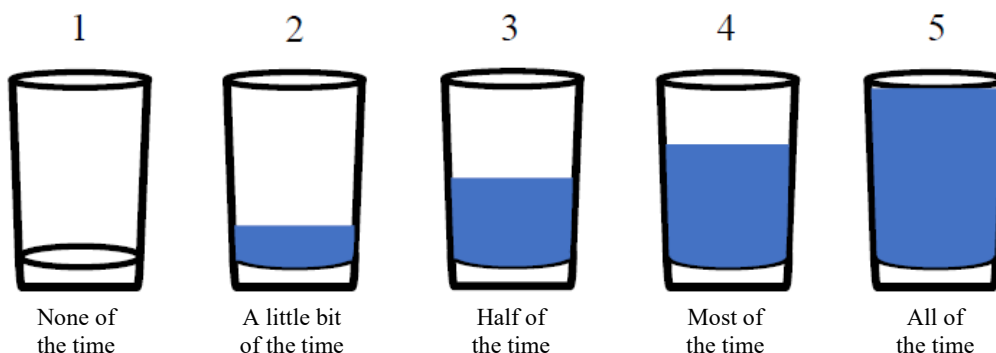
20. I feel like I belong in my classroom and/or school.



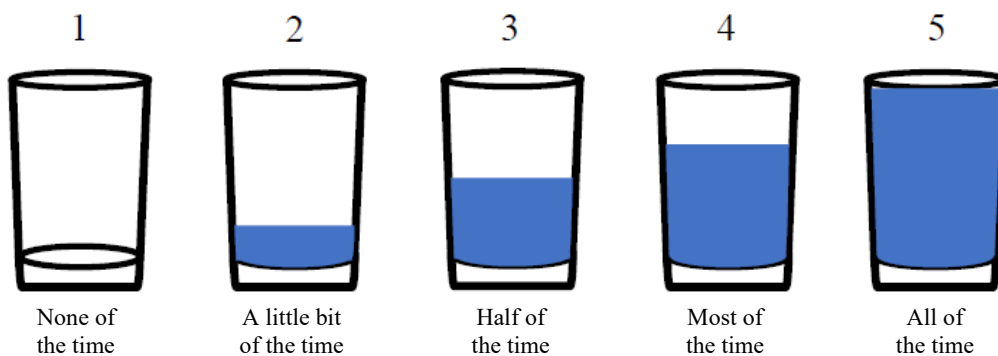
21. I try to understand how other people think and feel.



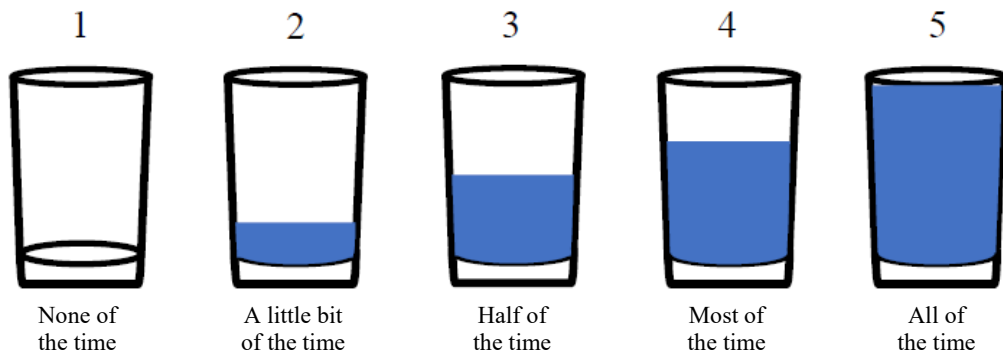
22. I know how to deal with difficulties in my life.



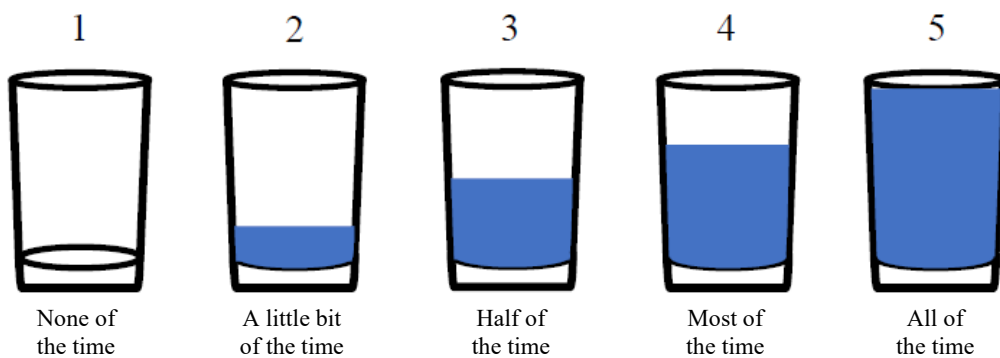
23. I feel like I have a good understanding of the ideas being shared in my classroom.



24. I have a friend at my school who really cares about me.



25. I understand that my choices can impact my future.



26. It bothers me when I see someone being mean to someone else.

