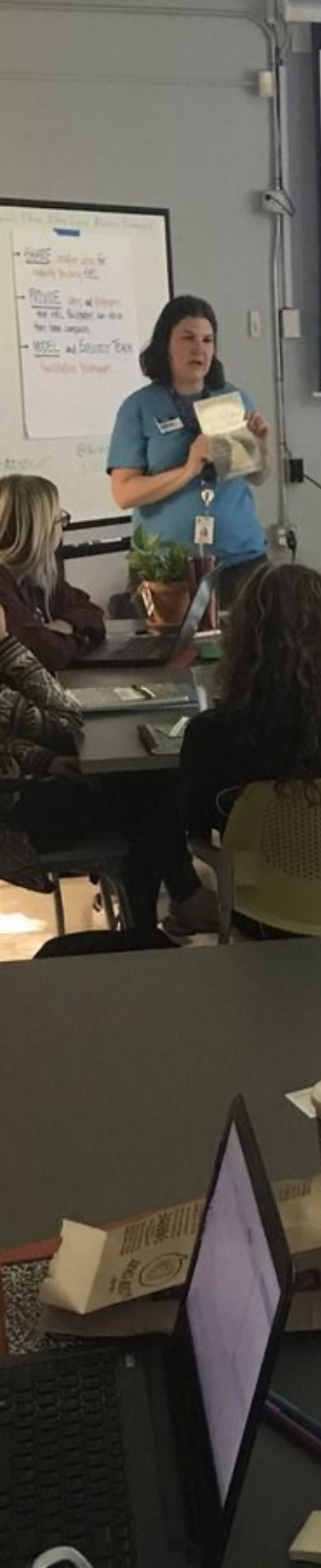


November 2018

Publication Number 17.37

Staff Perceptions of Social and Emotional Learning Skills in the Austin Independent School District, 2017–2018





Executive Summary

In 2016–2017 and 2017–2018, as part of the ongoing evaluation of the Austin Independent School District’s (AISD) Social and Emotional Learning (SEL) program, the Department of Research and Evaluation (DRE) began assessing teachers’ perceptions of SEL implementation at their school and of their own SEL skills. This report analyzes these staff members’ perceptions and explores several questions: Did staff’s perceptions change over time? Did staff’s perceptions relate to years of teaching experience? Did staff’s perceptions relate to 2017–2018 school-level factors such as SEL implementation ratings, percentage of students identified as economically disadvantaged (i.e., [Title I status](#)), and passing rates on the State of Texas Assessments of Academic Readiness (STAAR)?

Table of Contents

Introduction.....	1
What were staff members’ perceptions of their SEL skills?.....	2
Did staff members’ perceptions of their SEL skills and support for SEL implementation differ based on years of teaching experience?	3
Were staff members’ perceptions of their SEL skills and level of support for implementing SEL related to school level factors?.....	5
Were staff ratings of their SEL skills and support for implementing SEL in their work related to school-level SEL implementation ratings?.....	5
Did staff members’ perceptions of their SEL skills and support for SEL implementation differ among high versus low implementing schools?	7
Did staff members’ perceptions of their SEL skills and support for SEL implementation differ based on school-level Title I status?	9
Were staff members’ perceptions of their SEL skills and support for SEL implementation related to school level STAAR passing rates?.....	10
Conclusion	11
Appendix.....	13
References	24
Funding.....	24

List of Figures

Figure 1. AISD’s framework for SEL implementation	1
Figure 2. Elementary school staff believed they used SEL skills while interacting with staff and students more frequently in 2017–2018 than in 2016–2017.	2
Figure 3. Similar to elementary school staff, high school staff members’ perceptions of how supportive their school environment was of SEL implementation remained stable over time.....	2
Figure 4. Beginning teachers were less likely to believe they received adequate training to teach their students SEL skills than did teachers with more years of experience.....	3
Figure 5. The frequency with which staff used SEL skills was similar at schools with high and low total SEL implementation scores.....	7
Figure 6. Schools with higher SEL implementation ratings also had staff who felt more supported in embedding SEL into their daily work than did staff from schools with lower SEL implementation ratings.....	8
Figure 7. Elementary school staff from Title I schools were less likely to feel school leaders supported the development of their SEL skills than did staff from non-Title I schools.....	9
Figure 8. Secondary staff from Title I schools were less likely to agree that they felt supported by school leaders to develop their SEL skills than did staff from non-Title I schools.....	9

List of Tables

Table 1. High total SEL implementation scores were positively related to elementary school staff members’ ratings of several items related to perceived use of SEL skills	5
Table 2. High total SEL implementation scores were positively related to staff perceptions of how supported they felt in implementing SEL at their school.....	6
Table 3. The frequency with which elementary school staff modeled SEL skills to regulate behavior positively related to the percentage of students passing STAAR reading and math.....	10
Table 4. The degree to which elementary school staff understood how students’ responses to their teaching related to their own behavior was positively related to the percentage of students passing STAAR reading and math.....	10



Introduction

As part of the Austin Independent School District's (AISD) effort to move its Social and Emotional Learning (SEL) Program from "what we do" to also "who we are," leaders from AISD formed a fellowship in 2016–2017 to create goals to support SEL implementation in the classroom and the school board, as well as in AISD's larger community. This new version of the program is referred to as SEL 2.0. One major goal associated with SEL 2.0 is to foster SEL skill development in adults, not just students (i.e., to shift the focus of SEL from being student centered to being learner centered; Figure 1). To begin to address this goal, staff from the Department of Research and Evaluation (DRE) assessed school staff members' perceptions of their own SEL skills and of SEL implementation at their school.

This report summarizes data collected from the 2016–2017 and 2017–2018 AISD Employee Coordinated Survey (ECS) to determine if staff's perceptions of their SEL skills and SEL implementation at their school changed over time, and if these perceptions were influenced by teachers' tenure status. Additionally, school-level analyses were conducted to determine if staff's perceptions of their SEL skills and support for SEL implementation were related to the degree to which SEL was implemented with fidelity, school percentage of students identified as economically disadvantaged (i.e., Title I status), and school-level State of Texas Assessments of Academic Readiness (STAAR) passing rates.

Figure 1.
AISD's Framework for SEL Implementation



**Safe, inclusive, culturally responsive,
academically engaging, and
equitable learning environments**

Employee Coordinated Survey (ECS)

In 2016–2017 and 2017–2018, school staff were asked questions assessing their personal SEL skills, and their perceptions of SEL implementation at their school (see items in Appendix C).

Years of Experience

The number of years a teacher had worked in AISD as of the 2017–2018 school year was computed. Teachers were coded as beginning (teachers with 0 to 3 years of experience), experienced (teachers with 4 to 10 years of experience), or veteran (teachers with more than 10 years of experience).

SEL Implementation

Fidelity of SEL implementation was measured using a survey containing 18 domains considered integral to SEL implementation. SEL specialists use the survey to rate their respective schools annually. Ratings on each domain ranged from 1 to 5. More information can be found in Lamb (2017) and Appendix D.

STAAR

The percentages of 3rd- through 8th-grade students passing the STAAR reading and math in 2017–2018 were computed (other subject areas were excluded due to a small number of students with data).

Title I Status

School-level Title I status (i.e., federal money to support schools with a high percentage of students receiving free or reduced-priced lunch) was used as a school-level indicator for economic disadvantage.

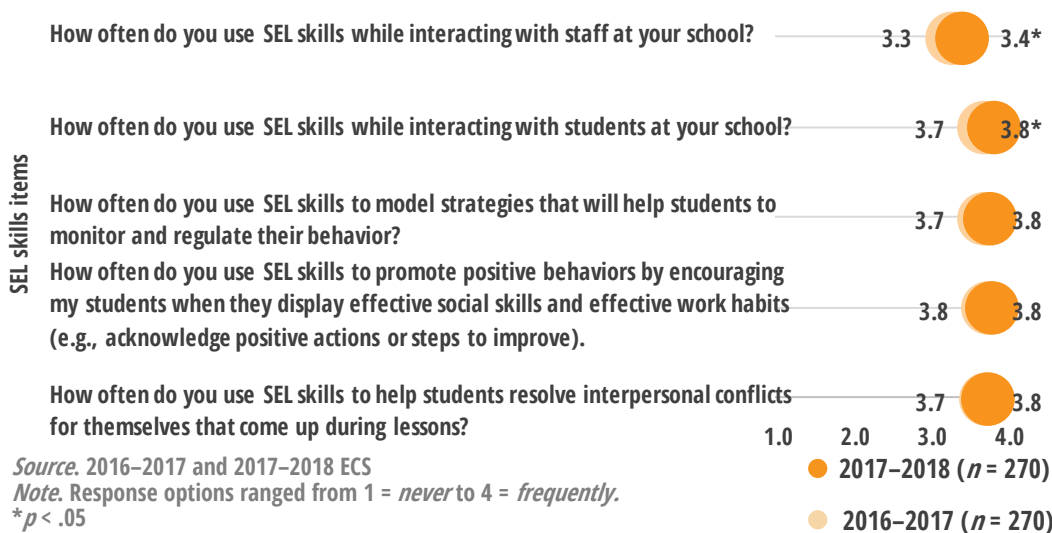
What were staff members' perceptions of their SEL skills?

To help monitor SEL program staff's goal of developing SEL skills in adults, survey items were added to the ECS in 2016–2017 to assess school staff's perceptions of their own SEL skills and of SEL implementation at their school (see sidebar). Responses from those staff members who completed the survey in both 2016–2017 and 2017–2018 ($N = 521$) were compared to see if perceptions changed over time.

Elementary and middle school staff believed that they used SEL skills more frequently while interacting with students and staff at their school in 2017–2018 than in 2016–2017 (Figures 2 and 3). Responses were mostly unchanged at the high school level (see Appendix B). Staff members' perceptions that their school supported SEL implementation did not change over time (see Appendix A). Analyses across school level found that 2017–2018 responses were generally higher at the elementary school level than at the middle and high school levels (for a table showing means, see Appendix B).

Figure 2.

Elementary school staff believed they used SEL skills while interacting with staff and students more frequently in 2017–2018 than in 2016–2017.



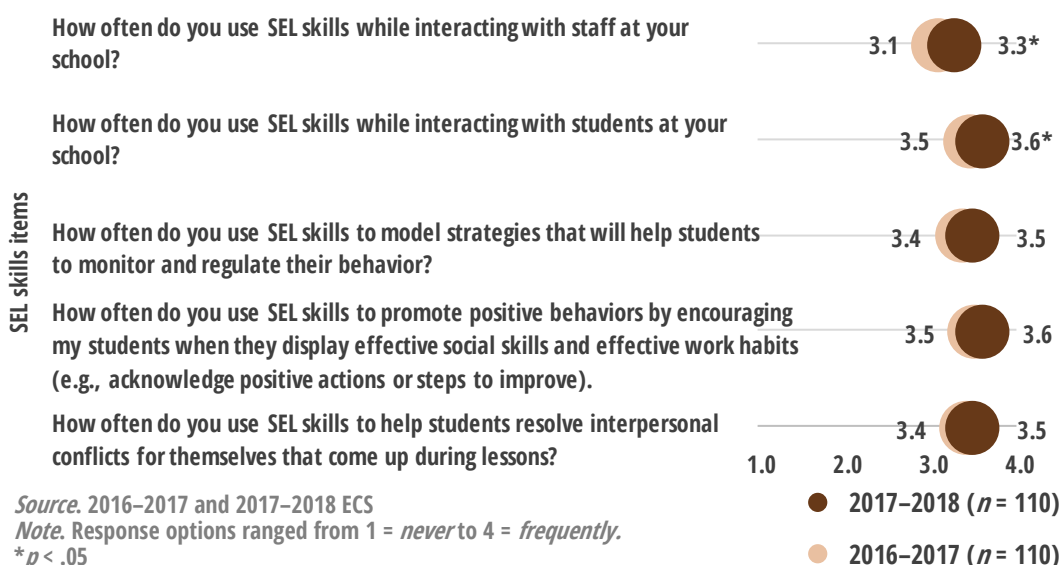
Source. 2016–2017 and 2017–2018 ECS

Note. Response options ranged from 1 = never to 4 = frequently.

* $p < .05$

Figure 3.

Middle school staff believed they used SEL skills while interacting with staff and students more frequently in 2017–2018 than in 2016–2017.



Source. 2016–2017 and 2017–2018 ECS

Note. Response options ranged from 1 = never to 4 = frequently.

* $p < .05$



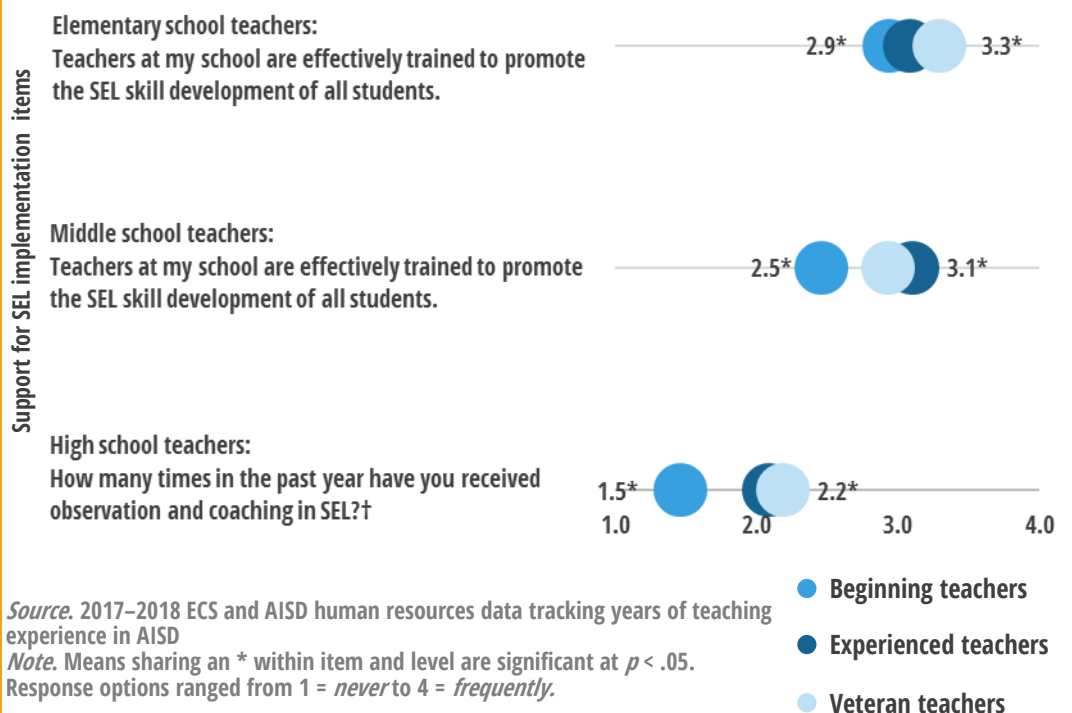
Did staff members’ perceptions of their SEL skills and support for SEL implementation differ based on years of teaching experience?

Over the years, SEL program staff have wondered if years of teaching experience influence how open staff are to embedding SEL practices in their daily work. Specifically, SEL program staff hypothesized that teachers newer to teaching would be more open than more experienced teachers to integrating SEL into their daily work. To explore this theory, staff members who responded to the SEL survey items assessing SEL skills and support for SEL implementation were matched by their years of experience. Analyses were conducted separately across school level (i.e., elementary, middle, and high). Results showed a positive relationship between the number of years an elementary school teacher was teaching and the degree to which staff felt supported by school leaders in developing their skills, $r(102) = .22, p < .05$. Additionally, the length of time elementary school teachers had been teaching was positively related to their modeling of strategies to help students monitor and regulate behaviors, $r(109) = .20, p < .05$. No other significant relationships were found.

To determine if beginning teachers’ perceptions of their own SEL skills and feelings of support for SEL implementation differed from perceptions of teachers with more years of experience, teachers were grouped into three categories, based on their teaching experience: beginning (i.e., teachers in their first 3 years of teaching), experienced (i.e., teachers with 4 to 10 years of teaching experience), and veteran (i.e., teachers with more than 10 years of teaching experience). Results showed that beginning teachers at the elementary and middle school levels were less likely to believe that teachers at their school were effectively trained to promote the SEL skill development of students than were more experienced teachers (Figure 4). At the high school level, beginning teachers

Figure 4.

Beginning teachers were less likely than teachers with more years of experience to believe they received adequate training to teach their students SEL skills.



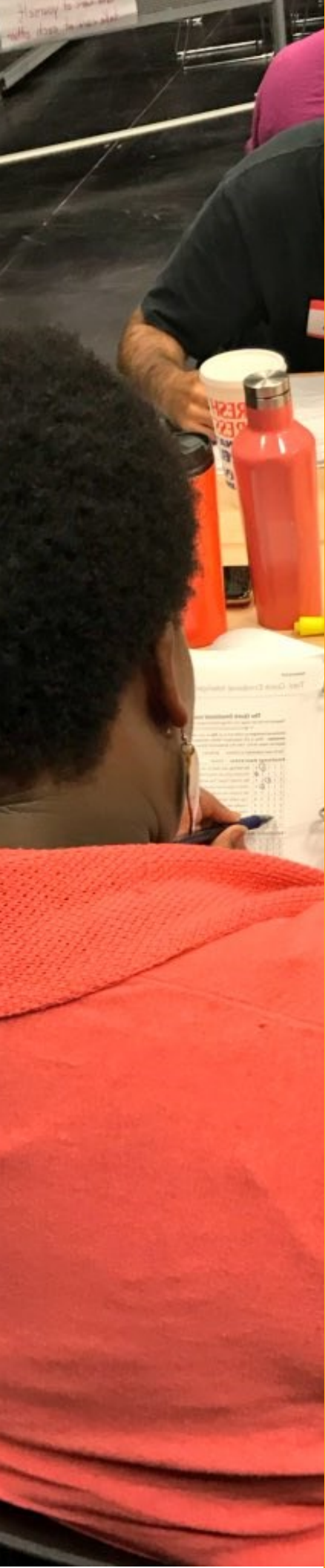
Source. 2017–2018 ECS and AISD human resources data tracking years of teaching experience in AISD

Note. Means sharing an * within item and level are significant at $p < .05$. Response options ranged from 1 = *never* to 4 = *frequently*.

received fewer instances of observation and coaching than did their more experienced peers (Figure 4). No other significant differences emerged.

There were also no significant differences in how staff rated their SEL skill use based on teachers' tenure. For a full table of results, see Appendix E.





Were staff members' perceptions of their SEL skills and level of support for implementing SEL related to school-level factors?

This section of the report analyzes responses aggregated at the school level (i.e., elementary, middle, and high) to determine if school contextual factors (i.e., total SEL implementation scores, Title I status, and the percentage of students meeting the state standard on STAAR reading and math) related to staff members' perceptions of their own SEL skills and feeling supported in embedding SEL into their daily work. Except when noted, analyses were conducted separately based on school level; however, due to the smaller number of middle and high schools, all secondary schools were combined.

Were staff's ratings of their SEL skills and support for embedding SEL in their work related to school-level SEL implementation ratings?

Correlations were conducted to determine if schools where teachers used their SEL skills more frequently in their work or felt more supported in implementing SEL related to higher school-level SEL implementation ratings. Analyses found that elementary schools with high SEL implementation ratings also had school staff who believed they used SEL skills frequently in their daily work (Table 1). However, these correlations indicated a weak-to-moderate relationship.

Similar results were not found at the secondary level.

Table 1.
High total SEL implementation scores were positively related to elementary school staff members' ratings of several items related to perceived use of SEL skills.

How often do you use SEL skills...	Elementary	Secondary
while interacting with staff at your school?	○	
while interacting with students at your school?	○	
to model strategies that will help students to monitor and regulate their	○	
to help students resolve interpersonal conflicts for themselves that come	○	

Source. 2017–2018 ECS and SEL implementation survey

Note. ○ indicates correlation is significant ($p < .05$) and are between .20 and .40, suggesting a weak-to-moderate relationship.

Survey response options ranged from 1 = *never* to 4 = *frequently*.

Total SEL implementation scores ranged from 0 to 90.

A parallel set of analyses was conducted exploring the relationship between staff’s perceptions of the level of support for SEL implementation and school-level SEL implementation ratings. Analyses found that regardless of school level, schools where staff believed that teachers at their school were “effectively trained to promote the SEL skill development of all students” and were confident in their own ability to “implement the SEL instructional resource in [their] daily work” had higher total SEL implementation scores than did schools where staff did not report these beliefs (Table 2). Additionally, at the elementary school level, staff’s feeling of being supported by school leaders in “the development of [their] SEL skills” and staff’s understanding “how student responses (positive and negative) affect [their] emotions and [their] behaviors during lessons” were both positively related to total SEL implementation scores (Table 2).

Table 2.

High total SEL implementation scores were positively related to staff’s perceptions of how supported they felt in implementing SEL at their school.

	Elementary	Secondary
Teachers at my school are effectively trained to promote SEL skill development of all students.	○	○
I feel confident in my ability to implement the SEL instructional resource in my daily work.	○	●
School leaders support the development of my SEL skills	○	
I understand how student responses (positive and negative) affect my emotions and my behaviors during lessons.	○	

Source. 2017–2018 ECS and SEL implementation survey

Note. ○ indicates correlation is significant ($p < .05$) and are between .20 and .40, suggesting a weak-to-moderate relationship.

● indicates correlation is significant ($p < .05$) and are between .40 and .60, suggesting a moderate-to-strong relationship.

Survey response options ranged from 1 = *never* to 4 = *frequently*.

Total SEL implementation scores ranged from 0 to 90.

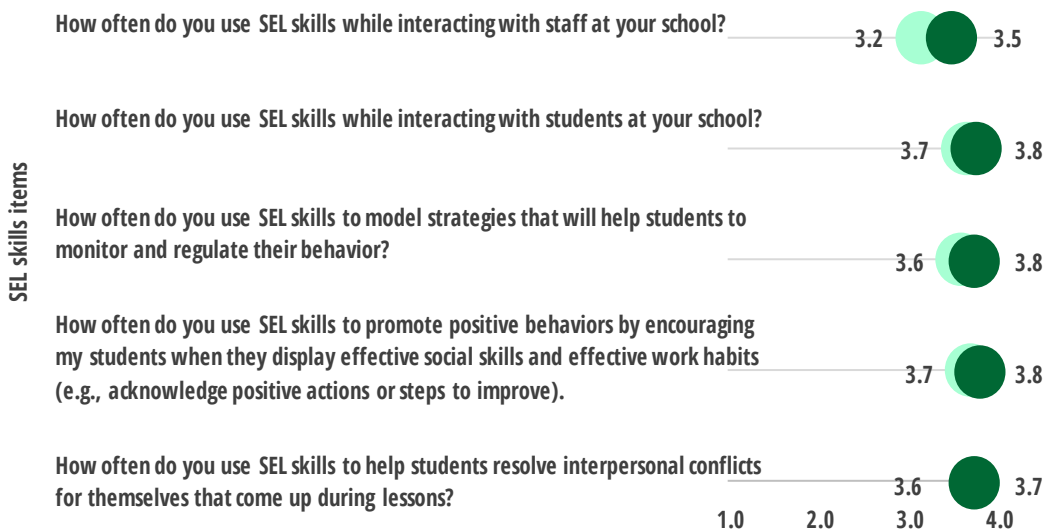
Did staff members' perceptions of their SEL skills and support for SEL implementation differ between high- and low-implementing schools?

To determine if staff's ratings differed based on whether they worked at a school with high or low SEL implementation ratings, 2017–2018 total school-level SEL implementation scores were split into quartiles, based on school level. Schools in the top quartile of SEL implementation (i.e., schools in the upper 75th percentile of total SEL implementation scores for their school level) were then compared with schools in the bottom quartile of SEL implementation (i.e., schools in the lower 25th percentile of total SEL implementation scores for their school level). After schools were categorized as high or low implementing, school levels (i.e., elementary, middle, and high) were combined for analyses to account for the small number of cases.

Interestingly, staff members' perceptions of their SEL skills did not differ based on level of SEL implementation (i.e., schools in the top versus bottom quartile of SEL implementation; Figure 5).

Figure 5.

The frequency with which staff used SEL skills was similar at schools with high and low total SEL implementation scores.



Source. 2017–2018 ECS and school level total SEL implementation score

Note. Response options ranged from 1 = never to 4 = frequently.

Total SEL implementation scores ranged from 0 to 90.

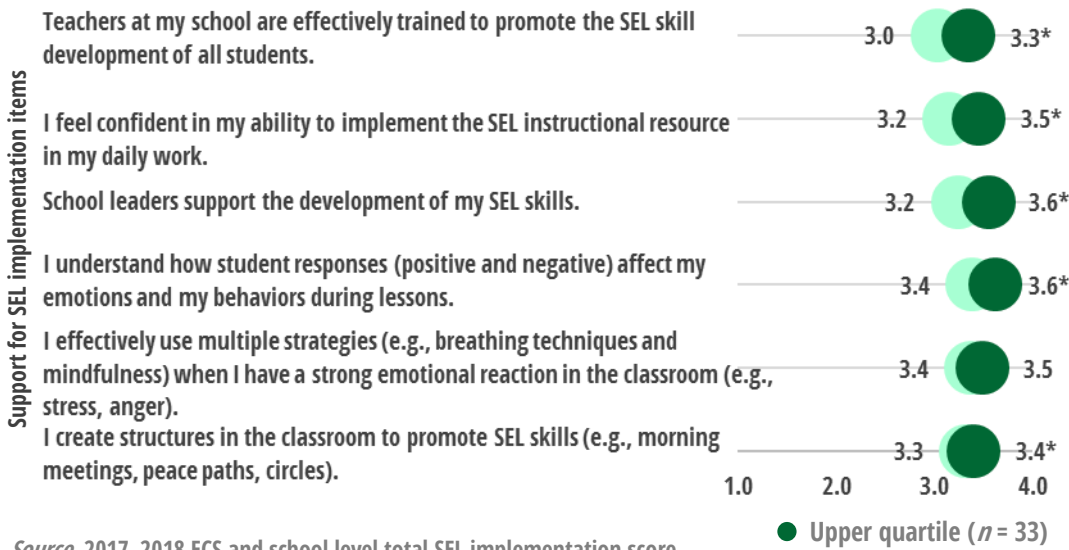
* $p < .05$

● Upper quartile (n = 33)

● Lower quartile (n = 30)

Examinations of how staff perceived support for SEL implementation differed for most items, based on level of SEL implementation (i.e., schools in the top versus bottom quartile of SEL implementation; Figure 6). Specifically, schools with high SEL implementation ratings also had school staff who believed they were trained in ways to promote their students' SEL skills, felt confident in their ability to implement SEL into their daily work, felt supported by school leaders in the development of their own SEL skills, understood how students' reactions influenced their teaching, and created structures in the classroom to promote their students' SEL skills.

Figure 6.
Schools with higher SEL implementation ratings had staff who felt more supported in embedding SEL into their daily work than did schools with lower SEL implementation ratings.



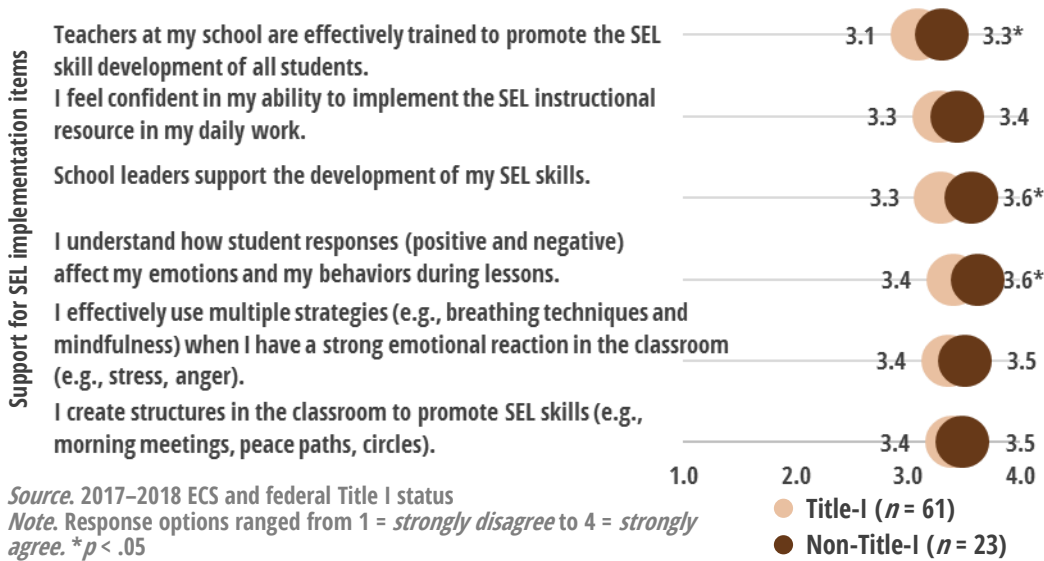
Source. 2017–2018 ECS and school level total SEL implementation score
 Note. Response options ranged from 1 = *strongly disagree* to 4 = *strongly agree*. Total SEL implementation scores ranged from 0 to 90.
 * $p < .05$

Did staff members’ perceptions of their SEL skills and support for SEL implementation differ based on school-level Title I status?

Staff members’ perceptions of their SEL skills and support for SEL implementation were analyzed based on school-level Title I status. Staff from Title I elementary schools were less likely than were staff at non-Title I schools to feel that they were effectively trained in developing their students’ SEL skills, were supported by school leaders in developing their own SEL skills, and understood how students’ responses influenced their teaching (Figure 7).

Figure 7.

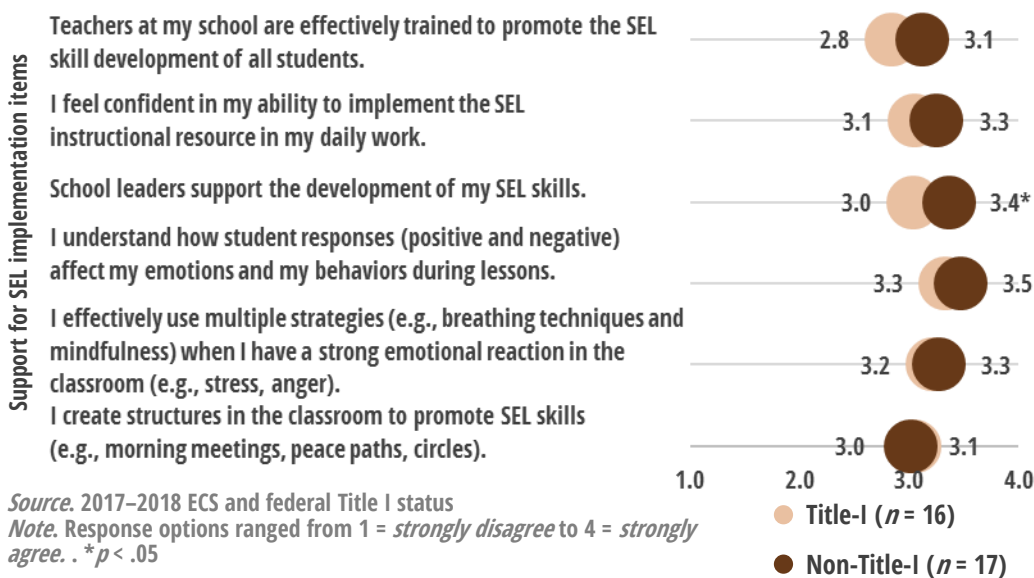
Elementary school staff from Title I schools were less likely than staff from non-Title I schools to feel school leaders supported the development of their SEL skills.



At the secondary level, staff from Title I schools were less likely than staff from non-Title I schools to feel school leaders supported the development of their SEL skills (Figure 8). Staff members’ ratings of the frequency with which they used SEL were not significantly different based on school-level Title I status (see Appendix F).

Figure 8.

Secondary staff from Title-I schools were less likely to agree that they felt supported by school leaders to develop their SEL skills than did staff from non-Title-I schools.



Were staff members’ perceptions of their SEL skills and support for SEL implementation related to school-level STAAR passing rates?

Staff’s perceptions of their SEL skills and support for SEL implementation were correlated with the percentage of students meeting the state standard on STAAR reading and math (elementary and middle school levels only). A few small positive correlations (i.e., values between .20 and .40) were found between the frequency with which elementary school staff used their SEL skills and STAAR passing rates (Table 3). For example, positive correlations were found between elementary schools’ teachers modeling of strategies to monitor and regulate students’ behaviors and the percentage of students meeting the state standard on STAAR reading and math.

Table 3.

The frequency with which elementary school staff modeled SEL skills to regulate behavior positively related to the percentage of students passing STAAR reading and math.

How often do you use SEL skills...	Reading (n = 81)	Math (n = 81)
to model strategies that will help students monitor and regulate their behavior?	○	○
to promote positive behaviors by encouraging my students when they display effective social skills and effective work habits (e.g., acknowledging positive actions or steps to improve)?	○	
to help students resolve interpersonal conflicts for themselves that come up during lessons?	○	○

Source. School level 2017–2018 ECS and percentage meeting the state standard in STAAR math and reading

Note. ○ indicates correlation is significant ($p < .05$) and are between .20 and .40, suggesting a weak-to-moderate relationship.

Response options ranged from 1 = *never* to 4 = *frequently*.

A few small positive correlations also were found between elementary school staffs’ ratings of how supported they felt in implementing SEL and the percentage of students passing STAAR reading and math (Table 4); that is, staffs’ confidence in their ability to implement SEL into their daily work positively correlated with the percentage of students meeting the state standard on STAAR math and reading.

Table 4.

The degree to which elementary school staff understood how students’ responses to their teaching related to their own behavior was positively related to the percentage of students passing STAAR reading and math.

	Reading (n = 81)	Math (n = 81)
Teachers at my school are effectively trained to promote the SEL skill development of all students.	○	○
I feel confident in my ability to implement the SEL instructional resource in my daily work.	○	○
I understand how student responses (positive and negative) affect my emotions and my behaviors during lessons.	○	○
I effectively use multiple strategies (e.g., breathing techniques and mindfulness) when I have a strong emotional	○	○
I create structures in the classroom to promote SEL skills (e.g., morning meetings, peace paths, circles).	○	○

Source. School level 2017–2018 ECS and percentage passing STAAR math and reading

Note. ○ indicates correlation is significant ($p < .05$) and are between .20 and .40, suggesting a weak-to-moderate relationship.

Response options ranged from 1 = *strongly disagree* to 4 = *strongly agree*.

Correlations between .20 and .40 indicate a weak-to-moderate relationship.



Conclusion

Analyses presented in this report examined staffs' perceptions of SEL implementation at their school and of their own SEL skills to explore changes in perceptions over time, as well as potential relationships between these ratings with teachers' years of experience in AISD and 2017–2018 school-level factors (e.g., SEL implementation ratings, percentage of students identified as economically disadvantaged, and percentage of students meeting the state standard on STAAR reading and math). Analyses revealed several interesting results. For example, elementary and middle school teachers believed that they used SEL skills more frequently while interacting with students and staff at their school in 2017–2018 than in 2016–2017. This could be because all AISD schools have been participating in SEL for at least 3 years, making it easier for staff to use their SEL strategies during their daily work. There was also a push in 2017–2018 for SEL specialists to focus more directly on adult SEL skill development. Interestingly, regardless of school level, little change was observed over time in staff members' perceptions of support for SEL implementation.

Not surprisingly, responses to both perceptions of support for SEL implementation and use of SEL skills were generally higher at the elementary school level than at the middle and high school levels. These results corroborate the fact that SEL implementation scores are generally higher at the elementary school level than at the middle and high school levels (Lamb, 2018). Additionally, many SEL program staff discussed that embedding SEL into elementary school curriculum is an easy fit for many elementary school teachers, whereas many secondary teachers perceived it was more difficult to embed SEL into their daily work. Similarly, most elementary school administrators fully supported SEL implementation, whereas this same level of support appeared to be less common at the middle and high school levels.

Analyses exploring the relationship between years of teaching experience, perceptions of support for SEL implementation, and use of SEL skills yielded surprising results. Although SEL program staff hypothesized that beginning teachers would be more open to implementing SEL and using SEL skills, results indicated the opposite; that is, the more years of experience teachers had, the more likely they were to feel supported by school leaders in developing their SEL skills. Additionally, staff with more years of experience were also more likely than staff with fewer years of experience to model strategies to help students monitor and regulate behaviors. These results speak to the fact that beginning teachers often are overwhelmed during their first years of teaching with issues such as classroom management, student motivation, and interacting with parents (Stansbury & Zimmerman, 2000) and do not feel they have the time to devote to learning SEL skills. Ironically, learning SEL skills and how to embed them into daily practice likely will ameliorate many of the challenges beginning teachers face.

Analyses were also conducted at the school level. Schools with high SEL implementation ratings also had school staff who believed they used SEL skills frequently in their daily work. Additionally, the degree to which staff believed teachers at their school were “effectively trained to promote the SEL skill development of all students” and felt confident in their own ability to “implement the SEL instructional resource in [their]

daily work” was positively related to higher total SEL implementation scores. These results were consistent across school level and suggested those schools implementing SEL with fidelity also have staff who feel supported in implementing SEL. Regardless of school level, schools identified in the top quartile of SEL implementation also had school staff who believed they were trained in ways to promote their students’ SEL skills, felt confident in their ability to implement SEL into their daily work, felt supported by school leaders to develop their own SEL skills, understood how students’ reactions influenced their teaching, and created structures in the classroom to promote their students’ SEL skills. While the aforementioned results were not necessarily surprising, it was surprising that staff members’ perceptions of their SEL skills did not differ based on degree of SEL implementation. Again, this could be because of the recent push from SEL specialists to support the development of adults’ SEL skills.

School-level analyses also explored the potential relationship between school-level economic disadvantage (i.e., Title I status) and perceptions of SEL implementation and use of SEL skills. These analyses found that staff from Title I elementary schools were less likely than were staff at non-Title I schools to feel that they were effectively trained in developing SEL skills in their students, were supported by school leaders in developing their SEL skills, and understood how students’ responses influence their teaching. At the secondary level, staff from Title I schools were less likely than were staff from non-Title I schools to feel that school leaders supported the development of their SEL skills. Anecdotal evidence from SEL program staff suggests that many Title I schools face additional barriers to implementing SEL, such as the potential for a state take over of a school due to poor academic ratings, leaving them with little time to implement SEL effectively. Future qualitative reports will focus on potential barriers to SEL implementation to determine if this relates to teachers’ experiences. Also of note, staff members’ ratings of their SEL skills did not differ based on school-level Title I status. As mentioned previously, this could be a result of SEL program staff’s focus on adult SEL skill acquisition district wide.

Finally, analyses were conducted to determine if at the school level, perceptions of SEL skills and support for SEL skill development were related to the percentage of students meeting the state standard on STAAR reading and math. Results documented that although weak, elementary teachers modeling strategies to monitor and regulate their students’ behaviors was positively correlated with students passing STAAR reading and math. Additionally, elementary staff’s confidence in their ability to implement SEL into their daily work positively correlated with the percentage of students passing STAAR math and reading.

Together, results presented in this report suggest that staff feeling strongly supported in implementing SEL positively relates to overall school-level SEL implementation. Perceptions of SEL skills did not differ based on school characteristics but did improve over time for many teachers. Differences in perceptions of support for SEL implementation emerged based on teachers’ tenure, school level, and school Title I status. It is hoped that forthcoming qualitative analyses will shed light on potential barriers to SEL implementation, and on what program staff can do to support SEL implementation at all schools and for all students.

Appendix A. Perceptions of SEL Skill Use and Perceived Support for SEL Implementation over time, by School Level

SEL Skills	School Level					
	Elementary (<i>n</i> = 269)		Middle (<i>n</i> = 141)		High (<i>n</i> = 110)	
	2017	2018	2017	2018	2017	2018
How often do you use SEL skills while interacting with staff at your school?	3.28	3.41*	3.09	3.26*	3.10	3.13
How often do you use SEL skills while interacting with students at your school?	3.71	3.83*	3.45	3.59*	3.43	3.39
How often do you use SEL skills to model strategies that will help students to monitor and regulate their behavior?	3.71	3.77	3.35	3.47	3.30	3.35
How often do you use SEL skills to promote positive behaviors by encouraging my students when they display effective social skills and effective work habits (e.g., acknowledge positive actions or steps to improve).	3.76	3.82	3.51	3.59	3.40	3.42
How often do you use SEL skills to help students resolve interpersonal conflicts for themselves that come up during lessons?	3.72	3.75	3.41	3.48	3.22	3.32
School support for SEL implementation						
Teachers at my school are effectively trained to promote the SEL skill development of all students.	3.19	3.18	2.86	2.94	2.94	2.89
I feel confident in my ability to implement the SEL instructional resource in my daily work.	3.40	3.35	3.08	3.24	3.10	3.06
School leaders support the development of my SEL skills.	3.42	3.40	3.03	3.09	3.21	3.19
I understand how student responses (positive and negative) affect my emotions and my behaviors during lessons.	3.48	3.49	3.32	3.38	3.35	3.38
I effectively use multiple strategies (e.g., breathing techniques and mindfulness) when I have a strong emotional reaction in the classroom (e.g., stress, anger).	3.38	3.43	3.24	3.17	3.16	3.08
I create structures in the classroom to promote SEL skills (e.g., morning meetings, peace paths, circles).	3.38	3.42	2.94	2.92	2.88	2.89

Source. 2017–2018 ECS

Note. Response options for the SEL skill items ranged from 1 = *never* to 4 = *frequently*; response options for items related to school support for SEL implementation ranged from 1 = *strongly disagree* to 4 = *strongly agree*.

* indicates a statistically significant difference within item and level at $p < .05$.

Appendix B. Perceptions of SEL Skill Use and Perceived Support for SEL Implementation in 2017–2018, by School Level

SEL Skills	School Level		
	Elementary (<i>n</i> = 269)	Middle (<i>n</i> = 141)	High (<i>n</i> = 110)
How often do you use SEL skills while interacting with staff at your school?	3.41 ^a	3.26 ^b	3.13 ^a
How often do you use SEL skills while interacting with students at your school?	3.83	3.59	3.39
How often do you use SEL skills to model strategies that will help students to monitor and regulate their behavior?	3.77 ^a	3.47 ^a	3.35 ^a
How often do you use SEL skills to promote positive behaviors by encouraging my students when they display effective social skills and effective work habits (e.g., acknowledge positive actions or steps to improve).	3.82 ^{a,b}	3.59 ^a	3.42 ^b
How often do you use SEL skills to help students resolve interpersonal conflicts for themselves that come up during lessons?	3.75 ^a	3.48 ^a	3.32 ^a
School support for SEL implementation			
Teachers at my school are effectively trained to promote the SEL skill development of all students.	3.18 ^{a,b}	2.94 ^a	2.89 ^b
I feel confident in my ability to implement the SEL instructional resource in my daily work.	3.35 ^a	3.24 ^b	3.06 ^a
School leaders support the development of my SEL skills.	3.40 ^{a,b}	3.09 ^a	3.19 ^b
I understand how student responses (positive and negative) affect my emotions and my behaviors during lessons.	3.49	3.38	3.38
I effectively use multiple strategies (e.g., breathing techniques and mindfulness) when I have a strong emotional reaction in the classroom (e.g., stress, anger).	3.43 ^{a,b}	3.17 ^a	3.08 ^b
I create structures in the classroom to promote SEL skills (e.g., morning meetings, peace paths, circles).	3.42 ^{a,b}	2.92 ^a	2.89 ^b

Source. 2017–2018 ECS

Note. Response options for the SEL skill items ranged from 1 = *never* to 4 = *frequently*; response options for items related to school support for SEL implementation ranged from 1 = *strongly disagree* to 4 = *strongly agree*.

Means sharing the same superscript within item are statistically significantly different across school level at $p < .05$.

Appendix C. SEL-related items included on the Employee Coordinated Survey

How often do you use SEL skills (response options ranged from 1 = *never* to 4 = *frequently*):

- 1) while interacting with staff at my school?
- 2) while interacting with students at my school?
- 3) to model strategies that will help students to monitor and regulate their behavior?
- 4) to promote positive behaviors by encouraging my students when they display effective social skills and effective work habits (e.g., acknowledge positive actions or steps to improve)?
- 5) to help students resolve interpersonal conflicts for themselves that come up during lessons?

Please indicate your level of agreement regarding SEL implementation at your school (response options ranged from 1 = *strongly disagree* to 4 = *strongly agree*):

- 1) Teachers at my school are effectively trained to promote the SEL skill development of all students.
- 2) I feel confident in my ability to implement the SEL instructional resource in my daily work.
- 3) School leaders support the development of my SEL skills.
- 4) I understand how student responses (positive and negative) affect my emotions and my behaviors during lessons.
- 5) I effectively use multiple strategies (e.g., breathing techniques and mindfulness) when I have a strong emotional reaction in the classroom (e.g., stress, anger).
- 6) I create structures in the classroom to promote SEL skills (e.g., morning meetings, peace paths, circles).

How many times in the past year have you received observation and coaching in SEL? (response options ranged from 1 = *never* to 4 = *5 or more times*).

Appendix D. SEL Implementation Survey

Goal	Domain	Implementation Level				
		1	2	3	4	5
Goal 1: Empowering Campus Leadership The campus leadership team is strategically engaged in SEL implementation and involvement. They align the whole community towards common SEL goals.	A) Frequency of principal communication about SEL (e.g., newsletters, feedback after campus visits, articles, sharing during meetings/ PLCs)	Principal/ administrative staff share information about SEL with campus staff once a year	Principal/ administrative staff share information about SEL with campus staff once a semester	Principal/ administrative staff share information about SEL once a month	Principal/ administrative staff share information about SEL twice a month	Principal/ administrative staff share information about once a week
	B) Number of principal/SEL specialist scheduled meetings	No meetings	1	2	3	at least 4 or more
	C) Quality of strategic planning in principal/SEL specialist meetings	No formal conversation regarding campus based goals	Formal conversation occurred, but no campus-based goals agreed upon	Goals created based on campus needs/ data and were agreed upon	Goals created based on campus needs/ data were agreed upon and revisited once	Goals created based on campus needs/ data were agreed upon, revisited more than once
	D) Number of steering committee meetings	0-1	2-3	4-5	6-7	8 or more
	E) Quality of strategic planning in steering committee meetings	Campus steering committee does not review campus SEL implementation goals	Campus steering committee reviews campus SEL implementation goals once a year	Campus steering committee reviews campus SEL implementation goals once a semester	Campus steering committee reviews campus SEL implementation goals twice a semester	Campus steering committee reviews campus SEL implementation goals at least once a month
	F) Number of facilitator/SEL specialist coaching opportunities (in person or by phone)	1-4	5-6	7-8	9	10+
	G) Number of collaborative school visits (e.g., campus representative visiting areas of the school with an SEL specialist and discussing noticings and wonderings)	None	1	2	3	Sustainable
	H) Consistent time in the school schedule allotted for all students to receive explicit SEL instruction	No time is allotted for explicit SEL instruction	Time allotted for explicit SEL instruction is inconsistent in the schedule	Time allotted for explicit SEL instruction is embedded in the schedule, but is practiced at teachers' discretion	Time allotted for explicit SEL instruction occurs on the same day for all	Time allotted for explicit SEL instruction occurs on the same day at the same time

Appendix D. SEL Implementation Survey, continued

Goal	Domain	Implementation Level				
		1	2	3	4	5
Goal 2: Coordination with family & community partners Professional community partners have strategically aligned efforts towards common goals, integrating SEL language and concepts into their approach.	A) Frequency of campus communication with parents and families about opportunities to engage in SEL. (Communication might be in print or electronic, including social media)	Parents and families are given no information about opportunities to engage in SEL.	Parents and families are given information about opportunities to engage in SEL 1 time per semester	Parents and families are given information about opportunities to engage in SEL quarterly	Parents and families are given information about opportunities to engage in SEL monthly	Parents and families are given information about opportunities to engage in SEL weekly
	B) Number of social and emotional learning trainings/PD for parents/community members	No social and emotional learning sessions offered to family/community members	School staff partner with SEL specialists on 1 social and emotional learning session offered to family/community members	School staff partner with SEL specialists on 2 social and emotional learning sessions offered to family/community members	School staff partner with SEL specialists on 3 social and emotional learning sessions offered to family/community members	School staff consult with SEL specialist staff to plan and lead parent sessions (4+) offered to family/community members
Goal 3: Coordination with climate and pedagogy SEL concepts, skills, and tools permeate the school, reinforcing comprehension of SEL core competencies and creating a positive place to work and learn for students.	A) Structures and supports for students to self-regulate and/or practice self-management (e.g., peace areas/peace making process; mindfulness room/space)	Students have no place/process to practice self-regulation/self-management	Students are given a place/process to practice self-regulation/self-management	Students are given a place/process to practice self-regulation/self-management and are taught when and how to use the process	Students are given a process/multiple places (e.g., classrooms and common areas) to practice self-regulation/self-management that are promoted and utilized	Students are given a process/multiple places to practice self-regulation/self-management that are promoted and utilized and are incorporated into policies and procedures in a consistent manner
	B) Frequency of intentional community building among staff (e.g., developing norms, team building, conflict resolution, circles, opportunities to share/collaborate)	Zero times to once a year	Once a semester	Twice a semester	Once a month	Once a week
	C) Percentage of teachers aligning classroom management practices with social and emotional practices (e.g., greeting at the door, class meetings, circles, brain breaks, relationship building, process-centered feedback, moving away from public behavior chart)	0%-10% of teachers	10%-25% of teachers	25%-55% of teachers	55%-75% of teachers	75%-100% of teachers

Appendix D. SEL Implementation Survey, continued

Goal	Domain	Implementation Level				
		1	2	3	4	5
Goal 3: Coordination with climate and pedagogy, continued	D) Percentage of teachers embedding SEL with academic content and instructional practices (e.g., collaborative group work, academic choice, student voice, project based learning, integrating SEL competencies into instruction)	0%-10% of teachers	10%-25% of teachers	25%-55% of teachers	55%-75% of teachers	75%-100% of teachers
	E) Percentage of teachers embedding an SEL-informed conflict resolution process that fits with the specific needs of the school	0%-10% of teachers	10%-25% of teachers	25%-55% of teachers	55%-75% of teachers	75%-100% of teachers
Goal 4: Explicit SEL instruction Every school leader, teacher, and student receives high-quality, explicit instruction in SEL in order to maximize learning and optimize life experiences.	ELEMENTARY A) Percentage of teachers explicitly teaching SEL in lessons	Weekly explicit SEL instruction (30 minutes/week) using evidence-based curriculum and resources – 10% of staff implementing	Weekly explicit SEL instruction (30 minutes/week) using evidence-based curriculum and resources – 30% of staff implementing	Weekly explicit SEL instruction (30 minutes/week) using evidence-based curriculum and resources – 50% of staff implementing	Weekly explicit SEL instruction (30 minutes/week) using evidence-based curriculum and resources – 70% of staff implementing	Weekly explicit SEL instruction (30 minutes/week) using evidence-based curriculum and resources – 90% of staff implementing
	SECONDARY A) Percentage of students regularly engaged in evidence-based instruction	Regularly scheduled evidence-based SEL programs, practices, and approaches (30 minutes/week) – 10% of students engaged (HS in advisory, FIT, or seminar)	Regularly scheduled evidence-based SEL programs, practices and approaches (30 minutes/week) – 30% of students engaged (HS in advisory, FIT, or seminar)	Regularly scheduled evidence-based SEL programs, practices and approaches (30 minutes/week) – 50% of students engaged (HS in advisory, FIT, or seminar)	Regularly scheduled evidence-based SEL programs, practices and approaches (30 minutes/week) – 70% of students engaged (HS in advisory, FIT, or seminar)	Regularly scheduled evidence-based SEL programs, practices and approaches (30 minutes/week) – 90% students engaged (HS in advisory, FIT, or seminar)
	B) Number of hours spent on SEL-related teaching and learning for teachers/staff (e.g., intentional focus on adult SEL skills and instructional practices)	0	1	2-3	4-5	5+ in collaboration and/or consultation with SEL specialist and campus
	C) Number of hours school leaders spent on SEL-related training	0	1	2-3	4-5	5+ in collaboration and/or consultation with SEL specialist and campus

Appendix E. Perceptions of SEL Skill Use and Perceived Support for SEL Implementation, by Teacher Years of Experience and School Level

SEL Skills	Elementary school teachers		
	Beginning (<i>n</i> = 16)	Experienced (<i>n</i> = 85)	Veteran (<i>n</i> = 141)
How often do you use SEL skills while interacting with staff at your school?	3.31	3.53	3.38
How often do you use SEL skills while interacting with students at your school?	3.88	3.82	3.84
How often do you use SEL skills to model strategies that will help students to monitor and regulate their behavior?	3.81	3.71	3.82
How often do you use SEL skills to promote positive behaviors by encouraging my students when they display effective social skills and effective work habits (e.g., acknowledge positive actions or steps to improve).	3.81	3.85	3.82
How often do you use SEL skills to help students resolve interpersonal conflicts for themselves that come up during lessons?	3.56	3.76	3.76
School support for SEL implementation			
Teachers at my school are effectively trained to promote the SEL skill development of all students.	2.94 ^a	3.09 ^b	3.29 ^a
I feel confident in my ability to implement the SEL instructional resource in my daily work.	3.25	3.30	3.42
School leaders support the development of my SEL skills.	3.19	3.34	3.47
I understand how student responses (positive and negative) affect my emotions and my behaviors during lessons.	3.33	3.53	3.49
I effectively use multiple strategies (e.g., breathing techniques and mindfulness) when I have a strong emotional reaction in the classroom (e.g., stress, anger).	3.56	3.45	3.40
I create structures in the classroom to promote SEL skills (e.g., morning meetings, peace paths, circles).	3.36	3.49	3.40
How many times in the past year have you received observation and coaching in SEL?†	1.88	2.19	2.03

Source. 2017–2018 ECS and years of teaching experience in AISD as of July 2018

Note. Response options for the SEL skill items ranged from 1 = *never* to 4 = *frequently*; response options for items related to school support for SEL implementation ranged from 1 = *strongly disagree* to 4 = *strongly agree*.

† Response options ranged from 1 = *never*, 2 = *1 or 2 times*, 3 = *3 or 4 times*, 4 = *5 or more times*.

Means sharing the same superscript within item are statistically significantly different across school level at $p < .05$.

Appendix E., continued. Perceptions of SEL Skill Use and Perceived Support for SEL Implementation, by Teacher Years of Experience and School Level

SEL Skills	Middle school teachers		
	Beginning (<i>n</i> = 14)	Experienced (<i>n</i> = 42)	Veteran (<i>n</i> = 50)
How often do you use SEL skills while interacting with staff at your school?	2.93	3.43	3.24
How often do you use SEL skills while interacting with students at your school?	3.31	3.64	3.58
How often do you use SEL skills to model strategies that will help students to monitor and regulate their behavior?	2.86 ^a	3.52 ^a	3.58 ^a
How often do you use SEL skills to promote positive behaviors by encouraging my students when they display effective social skills and effective work habits (e.g., acknowledge positive actions or steps to improve).	3.29	3.64	3.60
How often do you use SEL skills to help students resolve interpersonal conflicts for themselves that come up during lessons?	3.07 ^{a,b}	3.60 ^a	3.48 ^b
School support for SEL implementation			
Teachers at my school are effectively trained to promote the SEL skill development of all students.	2.46 ^a	3.11 ^a	2.93 ^b
I feel confident in my ability to implement the SEL instructional resource in my daily work.	2.86	3.37	3.22
School leaders support the development of my SEL skills.	2.79	3.10	3.17
I understand how student responses (positive and negative) affect my emotions and my behaviors during lessons.	3.21	3.49	3.35
I effectively use multiple strategies (e.g., breathing techniques and mindfulness) when I have a strong emotional reaction in the classroom (e.g., stress, anger).	2.79	3.24	3.22
I create structures in the classroom to promote SEL skills (e.g., morning meetings, peace paths, circles).	2.50	3.05	2.90
How many times in the past year have you received observation and coaching in SEL?†	1.50	2.05	2.18

Source. 2017–2018 ECS and years of teaching experience in AISD as of July 2018

Note. Response options for the SEL skill items ranged from 1 = *never* to 4 = *frequently*; response options for items related to school support for SEL implementation ranged from 1 = *strongly disagree* to 4 = *strongly agree*.

† Response options ranged from 1 = *never*, 2 = *1 or 2 times*, 3 = *3 or 4 times*, 4 = *5 or more times*.

Means sharing the same superscript within item are statistically significantly different across school level at $p < .05$.

Appendix E., continued. Perceptions of SEL Skill Use and Perceived Support for SEL Implementation, by Teacher Years of Experience and School Level

SEL Skills	High school teachers		
	Beginning (<i>n</i> = 13)	Experienced (<i>n</i> = 55)	Veteran (<i>n</i> = 65)
How often do you use SEL skills while interacting with staff at your school?	2.69	3.15	3.19
How often do you use SEL skills while interacting with students at your school?	3.23	3.42	3.38
How often do you use SEL skills to model strategies that will help students to monitor and regulate their behavior?	3.23	3.35	3.34
How often do you use SEL skills to promote positive behaviors by encouraging my students when they display effective social skills and effective work habits (e.g., acknowledge positive actions or steps to improve).	3.46	3.44	3.38
How often do you use SEL skills to help students resolve interpersonal conflicts for themselves that come up during lessons?	3.23	3.35	3.34
School support for SEL implementation			
Teachers at my school are effectively trained to promote the SEL skill development of all students.	2.85	2.93	2.88
I feel confident in my ability to implement the SEL instructional resource in my daily work.	3.00	3.15	3.02
School leaders support the development of my SEL skills.	3.23	3.21	3.20
I understand how student responses (positive and negative) affect my emotions and my behaviors during lessons.	3.31	3.49	3.31
I effectively use multiple strategies (e.g., breathing techniques and mindfulness) when I have a strong emotional reaction in the classroom (e.g., stress, anger).	3.00	3.09	3.09
I create structures in the classroom to promote SEL skills (e.g., morning meetings, peace paths, circles).	2.54	2.94	2.91
How many times in the past year have you received observation and coaching in SEL?†	1.46 ^a	2.09 ^b	2.18 ^a

Source. 2017–2018 ECS and years of teaching experience in AISD as of July 2018

Note. Response options for the SEL skill items ranged from 1 = *never* to 4 = *frequently*; response options for items related to school support for SEL implementation ranged from 1 = *strongly disagree* to 4 = *strongly agree*.

† Response options ranged from 1 = *never*, 2 = *1 or 2 times*, 3 = *3 or 4 times*, 4 = *5 or more times*.

Means sharing the same superscript within item are statistically significantly different across school level at $p < .05$.

Appendix F. Perceptions of SEL Skill Use and Perceived Support for SEL Implementation, by Title I Status and School Level

SEL Skills	Elementary schools	
	Title I (<i>n</i> = 61)	Non-Title I (<i>n</i> = 23)
How often do you use SEL skills while interacting with staff at your school?	3.37	3.49
How often do you use SEL skills while interacting with students at your school?	3.80	3.86
How often do you use SEL skills to model strategies that will help students to monitor and regulate their behavior?	3.74	3.85
How often do you use SEL skills to promote positive behaviors by encouraging my students when they display effective social skills and effective work habits (e.g., acknowledge positive actions or steps to improve).	3.81	3.84
How often do you use SEL skills to help students resolve interpersonal conflicts for themselves that come up during lessons?	3.72	3.82
School support for SEL implementation		
Teachers at my school are effectively trained to promote the SEL skill development of all students.	3.08	3.30
I feel confident in my ability to implement the SEL instructional resource in my daily work.	3.27	3.43
School leaders support the development of my SEL skills.	3.29	3.56
I understand how student responses (positive and negative) affect my emotions and my behaviors during lessons.	3.40	3.62
I effectively use multiple strategies (e.g., breathing techniques and mindfulness) when I have a strong emotional reaction in the classroom (e.g., stress, anger).	3.35	3.50
I create structures in the classroom to promote SEL skills (e.g., morning meetings, peace paths, circles).	3.39	3.49
How many times in the past year have you received observation and coaching in SEL?†	2.24	2.05

Source. 2017–2018 ECS and years of teaching experience in AISD as of July 2018

Note. Response options for the SEL skill items ranged from 1 = *never* to 4 = *frequently*; response options for items related to school support for SEL implementation ranged from 1 = *strongly disagree* to 4 = *strongly agree*.

† Response options ranged from 1 = *never*, 2 = *1 or 2 times*, 3 = *3 or 4 times*, 4 = *5 or more times*.

Means sharing the same superscript within item are statistically significantly different across school level at $p < .05$.

Appendix F., continued. Perceptions of SEL Skill Use and Perceived Support for SEL Implementation, by Title I Status and School Level

SEL Skills	Secondary schools	
	Title I (<i>n</i> = 16)	Non-Title I (<i>n</i> = 17)
How often do you use SEL skills while interacting with staff at your school?	3.32	3.35
How often do you use SEL skills while interacting with students at your school?	3.59	3.54
How often do you use SEL skills to model strategies that will help students to monitor and regulate their behavior?	3.55	3.50
How often do you use SEL skills to promote positive behaviors by encouraging my students when they display effective social skills and effective work habits (e.g., acknowledge positive actions or steps to improve).	3.59	3.56
How often do you use SEL skills to help students resolve interpersonal conflicts for themselves that come up during lessons?	3.56	3.44
School support for SEL implementation		
Teachers at my school are effectively trained to promote the SEL skill development of all students.	2.83	3.12
I feel confident in my ability to implement the SEL instructional resource in my daily work.	3.05	3.25
School leaders support the development of my SEL skills.	3.04	3.36
I understand how student responses (positive and negative) affect my emotions and my behaviors during lessons.	3.33	3.47
I effectively use multiple strategies (e.g., breathing techniques and mindfulness) when I have a strong emotional reaction in the classroom (e.g., stress, anger).	3.22	3.27
I create structures in the classroom to promote SEL skills (e.g., morning meetings, peace paths, circles).	3.05	3.01
How many times in the past year have you received observation and coaching in SEL?†	1.97	2.14

Source. 2017–2018 ECS and years of teaching experience in AISD as of July 2018

Note. Response options for the SEL skill items ranged from 1 = *never* to 4 = *frequently*; response options for items related to school support for SEL implementation ranged from 1 = *strongly disagree* to 4 = *strongly agree*.

† Response options ranged from 1 = *never*, 2 = *1 or 2 times*, 3 = *3 or 4 times*, 4 = *5 or more times*.

Means sharing the same superscript within item are statistically significantly different across school level at $p < .05$.

References

- Lamb, L. M. (2017). *Social and emotional learning technical report: An analysis of the revised school-level SEL implementation rubric and the SEL specialists' activity log* (DRE publication No. 16.46). Austin, TX: Austin Independent School District.
- Lamb, L. M. (2018). *Social and emotional learning: The effects of program implementation and longevity, 2011–2012 through 2016–2017* (DRE publication No. 16.55). Austin, TX: Austin Independent School District.
- Stansbury, K., & Zimmerman, J. (2000). *Lifelines to the Classroom: Designing Support for Beginning Teachers. Knowledge Brief*. Washington, DC: National Center for Improving Science Education, WestEd.

Funding

AISD supports SEL with a blend of public and private funding. Since 2010–2011, more than \$15 million has been donated by individuals, foundations, and other external partners, including the Buena Vista Foundation, Klein Foundation, Kozmetsky Foundation, St. David's Foundation, Tapestry Foundation, United States Department of Education, and the W.K. Kellogg Foundation. In addition, SEL has been selected as a signature initiative of the Austin Ed Fund.

AUSTIN INDEPENDENT SCHOOL DISTRICT

Author

Lindsay M. Lamb, Ph.D.

Department of Research and Evaluation



1111 West 6th Street, Suite D-350 | Austin, TX 78703-5338
512.414.1724 | fax: 512.414.1707
www.austinisd.org/dre | Twitter: @AISD_DRE

November, 2018

Publication 17.37