

School-based Staff SEL Implementation Survey Research Snapshot

Summary of School-based Staff SEL Implementation Survey

The School-based Staff SEL Implementation Survey is a tool designed to be taken by staff members working in one school setting. The data and results will support school-based SEL teams in collecting data on staff SEL implementation practices and perceptions. Aligned with a metric for high-quality SEL implementation, CASEL's 10 Indicators of Schoolwide SEL, these data and results are helpful for planning, setting goals, progress monitoring, and continuously improving schoolwide SEL implementation. If you are interested in the survey as a research tool, you can refer to the School-based Staff SEL Implementation Survey reliability and validity overview below. The validity overview provides salient indicators of construct validity and a summary of this tool's development. In collaboration with American Institutes for Research (AIR), CASEL previously created a longer version (approximately 60 questions) of the school-based Staff SEL Implementation Survey that aligned to CASEL's School Guide's then school-level theory of action. Using this survey, CASEL updated the school-based Staff SEL Implementation Survey with a focus on alignment with 10 Indicators of Schoolwide SEL. This update allowed us to increase accessibility, capture diverse practitioners' voices and perspectives, and explore how responses may differ based on various characteristics. Multiple rounds of quantitative and qualitative feedback were then obtained from internal (CASEL) and external (educators and education consulting groups) content experts for construction of the updated survey. In the summer and fall of 2020, we conducted interviews with 20 school-based staff members across the country to evaluate real-world understanding and implications, as well as gather feedback for areas of improvement. These suggestions were then incorporated into a pilot of the survey in a large school district in the U.S. Southeast (approximately 1,500 school staff members completed the survey). We again quantitatively investigated the responses using rigorous statistical techniques. Additional inclusion criteria can be found in the School-based Staff SEL Implementation Survey reliability and validity overview below.

Survey Constructs: Item Reliability and Validity

The school-based Staff SEL Implementation Survey was developed using the CASEL framework as a theoretical foundation for content validity and in support of construct validity (Sireci, 1998; Mislavy, 2007). To ensure content validity expectations were met questions were developed around the CASEL's 10 indicators of high quality SEL implementation, reviewed by subject matter experts and cognitive interviews were conducted with survey participants further supporting both content and construct validity (Desimone, 2004). The school-based Staff SEL Implementation Survey was administered to 1,165 staff members in a large school district in the U.S. Southeast in the following roles: classroom/content-area teacher, elective teacher, specialist, or assistant teacher/teacher aid. The collected data were used to conduct reliability testing, factor analysis, and item response theory dimensionality modeling. Research design was used to limit internal validity issues and strengthen the overall internal validity of the survey. Differentiated item functioning was also conducted to support survey reliability and validity for the diverse teacher participant groups that will be taking the survey (Bond & Fox, 2007).

The School-based Staff SEL Implementation Survey with all 10 indicators Schoolwide SEL was found to have strong reliability (Cronbach’s alpha > .80) with sufficient uni-dimensionality (IRT; explained variance > 40%; unexplained variance < 10%) (Bond & Fox, 2007).

Construct/Sub-Construct	Cronbach’s Alpha Reliability	Factor Analysis Results	Item Response Theory Dimensionality	
			Variance explained by first contrast (> 40%)	Unexplained variance of first contrast ¹ (< 10%)
Full Survey- All Indicators	.97	1 (33)	52%	4%
Indicator 1 (Explicit SEL)	.83	1 (3)	64%	14%
Indicator 2 (SEL academic instruction integration)	.83	1 (3)	60%	17%
Indicator 3 (Youth voice and engagement)	.90	1 (3)	71%	29%
Indicator 4 (Supportive school and classroom climates)	.87	1 (3)	65%	15%
Indicator 5 (authentic family partnerships)	.83	1 (3)	51%	16%
Indicator 6 (Adult SEL)	.92	1 (6)	66%	12%
Indicator 7 (community partnerships)	.86	1 (3)	67%	20%

¹ Unexplained variance greater than 10% is unstable. Please note that although the individual indicators are over 10% due to a low amount of items, the indicators are considered stable (less than 10%) when grouped together.

Indicator 8 (supportive discipline)	.80	1 (3)	56%	24%
Indicator 9 (continuous improvement)	.83	1 (3)	65%	22%
Indicator 10 (continuum of integrated supports)	.90	1 (3)	72%	10%

From the differentiated item functioning it was found that 2 items (i.e., item 3a (“At this school, students take an active role in working to improve aspects of the school and or classroom”) and item 8b (“I communicate with my students’ families as a way to build positive relationships”) were functioning differently for different teacher participant groups. The items are currently being examined by the CASEL team as part of their DEI initiatives and if changes are required, they will be addressed in the next iteration of the survey.

School-based Staff SEL Implementation Survey reliability and validity results can be applied to the following settings and participant groups:

- **Settings:** In-Person or Hybrid/Blended settings with teaching staff that are teaching/delivering teaching lessons in-person or face-to-face with students.
- **Participants:** Prekindergarten through 12th grade teachers who deliver lessons to students in-person. This could be teachers who teach one grade level, who teach a subject area, or who teach multi-grade students. This could include:
 - Classroom/Content-area Teachers
 - Elective Teachers (e.g., art, PE/health)
 - Specialists
 - Assistant Teachers/Teacher Aids

References

- Bond, T., & Fox, C. (2007). *Applying The Rasch Model: Fundamental Measurement in the Human Sciences* (2nd ed.). New York: Routledge.
- Desimone, L. M., & Le Floch, K. C. (2004). Are we asking the right questions? Using cognitive interviews to improve surveys in education research. *Educational Evaluation and Policy Analysis*, 26(1), 1–22. <https://doi.org/10.3102/01623737026001001>
- Mislevy, R. J. (2007). Validity by Design. *Educational Researcher*, 36, 463–469. <https://doi.org/10.3102/0013189X07311660>
- Sireci, S.G. The Construct of Content Validity. *Social Indicators Research*, 45, 83–117 (1998). <https://doi.org/10.1023/A:1006985528729>