**TOOL: Staff, Family, and Community Partner Survey on SEL Implementation**

**Definitions**

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across classrooms, the school building, and in collaboration with families and community partners. This approach provides a learning environment that infuses SEL into all aspects of instruction and promotes equitable outcomes for all students.

**Purpose**

This tool is designed to support school-based SEL teams in collecting data on staff, family, and community partner perceptions of SEL implementation. These data are helpful for progress monitoring, planning, setting goals, and continuously improving schoolwide SEL implementation. **This tool is not intended to be used for evaluative purposes and is not statistically validated for use in research.**

**Design**

A staff survey begins on p. 2; a family survey on p. 8; and a community partner survey on p. 10. The staff survey is divided into four sections that correspond with the four focus areas in CASEL’s Guide to Schoolwide SEL: 1) Build Foundational Support and Plan; 2) Strengthen Adult SEL Competencies and Capacity; 3) Promote SEL for Students; and 4) Practice Continuous Improvement.

**Directions**

* **PLAN:** As a team, review the survey questions and plan how you will administer the survey:
	+ Who: We recommend surveying all staff when possible. Additionally, we recommend offering the survey to all families and community partners. It is important to maintain anonymity of all respondents. If you have a small school staff, you may need to remove or adjust the questions about role or grade level to ensure the information would not identify individuals.
	+ When**:** We recommend administering the survey once a school year; some schools have found it useful to conduct the survey two times during a year to track progress. Identify key times of the school year when staff are best able to reflect on their experience with SEL implementation. It’s best to avoid busier times of the school year, such as the first few weeks of school, the end of school, just before and after breaks, or during testing windows. It may also be helpful to collect and compile these data just prior to the district or school SEL teams plan to reflect on implementation progress with CASEL’s rubric. When used in tandem, staff survey data can provide valuable input, or a validity check, for SEL teams as they assess their progress with implementation.
	+ How: You can use the format provided as a paper survey, or copy the items onto your own survey format or online. We recommend using all survey items to capture robust data on systemic implementation; however, you may choose to use a subset of questions based on your needs.
* **ADMINISTER:** Respondents will read each item and rate the extent to which they agree with the statement.
* **REVIEW:** After survey responses are collected, find the percentage of Agree/Strongly Agree responses for each item and each focus area. For each item, count the total number of “Agree” or “Strongly Agree” responses. Divide that number by the total number of responses to that item. This is the percentage of respondents who agreed or strongly agreed with this item.
* Review your data as a team, and identify trends and any specific items or focus areas that stand out. Aggregate data to share back to staff. See [Focus Area 4: Practice Continuous Improvement](https://schoolguide.casel.org/focus-area-4/overview/) in the Guide to Schoolwide SEL for guidance on reviewing and presenting data.
* For any sections that require additional support, refer to the corresponding focus area in the [Guide to Schoolwide SEL](http://schoolguide.casel.org/) for guidance, resources and tools.

**Staff Survey on SEL Implementation**

**[INSERT SCHOOL LOGO]**

[INSERT DATE]

Dear [INSERT SCHOOL NAME] staff,

You are being invited to take this survey to help our school implement social and emotional learning (SEL). Aggregated data from this survey will be used for planning and improving SEL implementation activities. Participation in this survey is voluntary and you may stop at any time. It generally takes about 10 minutes to complete the survey. Your individual responses are completely anonymous and will be kept confidential. Please note that some questions are marked “teachers only” and applicable only to teachers. If you are not a teacher, you can skip these questions.

We greatly value your input, and the time you take to complete this survey. If you have questions about the survey, you may contact [INSERT NAME] at [INSERT CONTACT INFORMATION].

Sincerely,

[INSERT PRINCIPAL SIGNATURE/NAME]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section 1: Foundational Support and Planning for SEL** | Strongly Disagree | Disagree | Agree | Strongly Agree |
| I regularly receive communications from my school’s SEL team. |  |  |  |   |
| I regularly have opportunities to provide feedback or input to my school’s SEL team to help move our work forward. |  |  |  |  |
| My school provides opportunities for me and others in our school community to learn more about SEL at least once a year. |  |  |  |  |
| I believe that social and emotional competence is related to students' academic success. |  |  |  |  |
| I am committed to promoting social and emotional competence in my students. |  |  |  |  |
| I understand my role in promoting schoolwide SEL. |  |  |  |  |
| My school has developed a vision for schoolwide SEL. |  |  |  |  |
| I was involved in developing my school’s vision for schoolwide SEL. |  |  |  |  |
| My school collected information about our current SEL practices, policies, resources, and needs within the last year. |  |  |  |  |
| My school has shared a strategic plan for schoolwide SEL. |  |  |  |  |
| I know how my school is measuring success when it comes to implementing schoolwide SEL. |  |  |  |  |
| I have the resources I need (training, materials) to implement SEL at my school. |  |  |  |  |
| **(Teachers only)** I have sufficient planning time to prepare to effectively implement the SEL approach adopted by my school. |  |  |  |  |
| **(Teachers only)** I am able to find the time needed to provide explicit SEL instruction to my students. |  |  |  |  |

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| **Section 2: Adult SEL** | Strongly Disagree | Disagree | Agree | Strongly Agree |
| I attend professional learning opportunities to cultivate my own social and emotional competence. |  |  |  |   |
| I have a voice as to which topics are the focus of my school’s professional learning opportunities. |  |  |  |  |
| I feel encouraged to reflect on and continuously improve my own social and emotional competence. |  |  |  |  |
| The adults in my school interact with one another in a way that models social and emotional competence. |  |  |  |  |
| My principal models social and emotional competence in the way he/she interacts with our school community on an everyday basis. |  |  |  |  |
| My school has developed shared agreements for how we will all interact with one another, with our students, and with our students’ families and community. |  |  |  |  |
| Our staff models our shared agreements on an everyday basis. |  |  |  |  |
| I regularly reflect on the influence that my own culture and experiences have on my perception of myself and others. |  |  |  |  |
| I regularly work to understand the perspectives of peers and students from cultures that are different than my own. |  |  |  |  |
| I regularly use my understanding of the cultures and backgrounds of my peers and students to build relationships and cultivate supportive and engaging learning environments. |  |  |  |  |

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| --- | --- | --- | --- | --- |
| **Section 3: SEL for Students** | Strongly Disagree | Disagree | Agree | Strongly Agree |
| I have participated in professional learning on how my interactions with students can promote their social and emotional competence. |  |  |  |   |
| The culture at my school supports SEL. |  |  |  |  |
| Students at my school have opportunities to take on clear, structured, and meaningful leadership opportunities. |  |  |  |  |
| My school makes use of our district's social and emotional learning standards for students. |  |  |  |  |
| My school has adopted an evidence-based approach to promoting students’ social and emotional competence in the classroom. |  |  |  |  |
| My school’s administration provides the support I need to implement the SEL approach at my school. |  |  |  |  |
| There is a set of terms and vocabulary related to SEL that is used consistently throughout all school programs and in daily operations schoolwide. |  |  |  |  |
| My school has collaboratively developed norms and routines that are used to support schoolwide SEL. |  |  |  |  |
| There are schoolwide strategies that teach, model, and reinforce students’ social and emotional skills outside the classroom. |  |  |  |  |
| My school provides SEL to the entire student population through a continuum of supports that include quality instruction and a positive learning environment at tier 1 and more intensive supports at tiers 2 and 3 as needed. |  |  |  |  |
| My school’s disciplinary practices are proactive, instructive, and restorative. |  |  |  |  |
| My school’s disciplinary practices are developmentally appropriate. |  |  |  |  |
| My school’s disciplinary practices are applied equitably with all students. |  |  |  |  |
| **Section 3: SEL for Students (Continued)** | Strongly Disagree | Disagree | Agree | Strongly Agree |
| I regularly seek input from families about how to best meet their students’ social and emotional needs. |  |  |  |  |
| I regularly communicate with families about their students’ social and emotional development. |  |  |  |  |
| My school has meaningful partnerships with community organizations that help promote students’ SEL. |  |  |  |  |
| Students have developmentally appropriate service-learning opportunities that contribute to the community. |  |  |  |  |
| **(Teachers only)** Each classroom has collaboratively developed shared agreements that reflect how all students agree to interact with one another in order to achieve a supportive classroom environment. |  |  |  |  |
| **(Teachers only)** Each classroom displays, communicates, and reinforces their classroom shared agreements. |  |  |  |  |
| **(Teachers only)** I use student input to shape instruction and inform my daily practices. |  |  |  |  |
| **(Teachers only)** As part of my instructional practice, I regularly use cooperative structures such as “turn to your partner,” “think, pair, share,” and “put your heads together”. |  |  |  |  |
| **(Teachers only)** As part of my instructional practice, I regularly use project-based learning where students work together to co-create a product. |  |  |  |  |
| **(Teachers only)** As part of my instructional practice, I regularly use student self-assessment to develop their awareness about strengths and areas for growth. |  |  |  |  |
| **(Teachers only)** As part of my instructional practice, I regularly use reflection for students to think about their academic, social, and emotional growth. |  |  |  |  |
| **(Teachers only)** As part of my instructional practice, I regularly use choice, such as picking writing topics, problems to solve, and activities to complete. |  |  |  |  |
| **(Teachers only)** As part of my instructional practice, I regularly use culturally responsive instruction that includes content relevant to students’ lives and cultures. |  |  |  |  |
| **(Teachers only)** As part of my instructional practice, I regularly use discussion prompts. |  |  |  |  |
| **(Teachers only)** As part of my instructional practice, I regularly use peer tutoring. |  |  |  |  |
| **(Teachers only)** I have participated in professional learning on how to integrate SEL with academic instruction. |  |  |  |  |
| **(Teachers only)** I am fully implementing the social and emotional learning approach that has been adopted at my grade level(s). |  |  |  |  |
| **(Teachers only)** Teachers across all subject areas and grades in my school develop lesson plans that help students grow and practice their social and emotional competence. |  |  |  |  |
| **Section 4: Continuous Improvement** | Strongly Disagree | Disagree | Agree | Strongly Agree |
| Data are collected regularly on students' social and emotional skills in order to identify schoolwide trends, strengths, and needs. |  |  |  |   |
| **(Teachers only)** Teachers at my school are provided training and/or coaching on how to formatively use data on students’ social and emotional competence to improve their practice. |  |  |  |  |

**Your role:**

* Classroom teacher
* Specials teacher (e.g. art, music, library, physical education, etc.)
* Student support staff (e.g. social worker, counselor, special education resource, etc.)
* Administrative/operational support staff (front office, lunch room, recess, transportation staff)
* Administrator
* Other

**If classroom teacher, what grade level/subject area do you teach?**

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**Family Survey on SEL Implementation**

**[INSERT SCHOOL LOGO]**

[INSERT DATE]

Dear [INSERT SCHOOL NAME] families,

You are being invited to take this survey to help our school implement social and emotional learning (SEL). Aggregated data from this survey will be used for planning and improving SEL implementation activities. Participation in this survey is voluntary and you may stop at any time. It generally takes about 10 minutes to complete the survey. Your individual responses are completely anonymous and will be kept confidential.

We greatly value your input, and the time you take to complete this survey. If you have questions about the survey, you may contact [INSERT NAME] at [INSERT CONTACT INFORMATION].

Sincerely,

[INSERT PRINCIPAL SIGNATURE/NAME]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Family Survey on SEL Implementation** | Strongly Disagree | Disagree | Agree | Strongly Agree |
| I regularly receive communications from my school’s SEL team. |  |  |  |   |
| I regularly have opportunities to provide feedback or input to my school’s SEL team to help move our work forward. |  |  |  |  |
| My school provides opportunities for me and others in our school community to learn more about SEL at least once a year. |  |  |  |  |
| I believe that social and emotional competence is related to students' academic success. |  |  |  |  |
| My school has developed a vision for schoolwide SEL. |  |  |  |  |
| I was involved in developing my school’s vision for schoolwide SEL. |  |  |  |  |
| My school collected information about our current SEL practices, policies, resources, and needs within the last year. |  |  |  |  |
| My school has shared a strategic plan for schoolwide SEL. |  |  |  |  |
| My school makes use of our district's social and emotional learning standards for students. |  |  |  |  |
| My school has adopted an evidence-based approach to promoting students’ social and emotional competence in the classroom. |  |  |  |  |
| My school’s disciplinary practices are applied equitably with all students. |  |  |  |  |
| My school regularly seeks input from families about how to best meet their students’ social and emotional needs. |  |  |  |  |
| My school regularly communicates with families about their students’ social and emotional development. |  |  |  |  |

**Community Partner Survey on SEL Implementation**

**[INSERT SCHOOL LOGO]**

[INSERT DATE]

Dear [INSERT SCHOOL NAME] community partners,

You are being invited to take this survey to help our school implement social and emotional learning (SEL). Aggregated data from this survey will be used for planning and improving SEL implementation activities. Participation in this survey is voluntary and you may stop at any time. It generally takes about 10 minutes to complete the survey. Your individual responses are completely anonymous and will be kept confidential.

We greatly value your input, and the time you take to complete this survey. If you have questions about the survey, you may contact [INSERT NAME] at [INSERT CONTACT INFORMATION].

Sincerely,

[INSERT PRINCIPAL SIGNATURE/NAME]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Community Partner Survey on SEL Implementation** | Strongly Disagree | Disagree | Agree | Strongly Agree |
| I regularly receive communications from my school’s SEL team. |  |  |  |   |
| I regularly have opportunities to provide feedback or input to my school’s SEL team to help move our work forward. |  |  |  |  |
| My school provides opportunities for me and others in our school community to learn more about SEL at least once a year. |  |  |  |  |
| I believe that social and emotional competence is related to students' academic success. |  |  |  |  |
| My school has developed a vision for schoolwide SEL. |  |  |  |  |
| I was involved in developing my school’s vision for schoolwide SEL. |  |  |  |  |
| My school collected information about our current SEL practices, policies, resources, and needs within the last year. |  |  |  |  |
| My school has shared a strategic plan for schoolwide SEL. |  |  |  |  |
| My school makes use of our district's social and emotional learning standards for students. |  |  |  |  |
| My school has adopted an evidence-based approach to promoting students’ social and emotional competence in the classroom. |  |  |  |  |
| My school has meaningful partnerships with community organizations that help promote students’ SEL. |  |  |  |  |
| Students have developmentally appropriate service-learning opportunities that contribute to community success. |  |  |  |  |