**School-based Staff Survey on Schoolwide SEL Implementation**

*[Insert logo or letterhead, date]*

Dear *[insert school name]* staff,

We invite you to take this survey so that *[insert team, committee, or organization that is distributing the survey]* can gain a better understanding of your experiences and perceptions of social emotional learning (SEL) as a staff member. We are interested in learning more about the day-to-day SEL practices at your school, and your thoughts and ideas about them. Please answer to the best of your ability; there is no right or wrong answer.

|  |
| --- |
| **What is Social Emotional Learning (SEL)?**Social-emotional learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions |

Schools play an important role in supporting young people’s social and emotional development. Districts and schools engage in many different practices to grow and develop students and staff member’s social and emotional competencies to help them be successful. Broad areas of social and emotional competence are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Your input is critical, and we appreciate your careful, honest responses. **The survey should take approximately 10 minutes.** Your participation in this survey is voluntary and you may stop at any time. Your privacy is important to us and your responses will be kept confidential.

If you have any questions about the survey, you may contact *[insert contact information]*.

Sincerely

*[Insert name, signature]*

**Directions:** Please respond to the statements below as honestly and completely as possible; there are no right or wrong answers. If you are unsure about a question, please respond in a manner that most closely reflects your experiences.

**How often has each of the following occurred over the summer and/or so far this school year?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SEL Instruction** | **Never** | **Hardly ever** | **Sometimes** | **Most of the time** | **Always** |
| My school uses an SEL program or approach to promote students’ social and emotional competence. |  |  |  |  |  |
| The SEL lessons in my class provide opportunities for students to practice social and emotional competencies. |  |  |  |  |  |
| When opportunities arise for my students to learn/practice social and emotional competencies, I act on them. |  |  |  |  |  |
| My school provides me with the necessary support/resources on how to integrate SEL with academic content instruction. |  |  |  |  |  |
| I integrate SEL into my academic lesson plans. |  |  |  |  |  |
| My teaching practices make connections to my students' lives. |  |  |  |  |  |

#### **Youth Voice, Engagement, and Supportive Climate**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Never** | **Hardly ever** | **Sometimes** | **Most of the time** | **Always** |
| At this school, students take an active role in working to improve aspects of the school and or classroom. |  |  |  |  |  |
| At this school, staff care about students’ feedback and ideas. |  |  |  |  |  |
| At this school, staff incorporate students’ feedback/ideas into aspects of the school and or classroom. |  |  |  |  |  |
| The culture at my school supports SEL. |  |  |  |  |  |
| My school's staff use shared agreements/norms[[1]](#footnote-1) for how we will all interact **with our students.** |  |  |  |  |  |
| Students feel comfortable talking to adults at this school about personal problems. |  |  |  |  |  |

**How often has each of the following occurred over the summer and/or so far this school year?**

**Staff Learning and Modeling**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Never** | **Hardly ever** | **Sometimes** | **Most of the time** | **Always** |
| I have participated in professional learning on how my interactions with students can promote their social and emotional competence. |  |  |  |  |  |
| My principal models social and emotional competence in the way he/she interacts with staff in our school community. |  |  |  |  |  |
| My school provides me with the necessary support/resources to better reflect on how my identities and experiences can shape my perspectives.  |  |  |  |  |  |

**Supportive Discipline**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Never** | **Hardly ever** | **Sometimes** | **Most of the time** | **Always** |
| My school’s disciplinary practices promote students’ social and emotional competencies. |  |  |  |  |  |
| I model problem-solving strategies that students can use to resolve conflicts. |  |  |  |  |  |
| My school’s rules are applied equally to all students, no matter their race/ethnicity. |  |  |  |  |  |
| My school’s rules are applied equally to all students, no matter their family's income level. |  |  |  |  |  |
| My school’s rules are applied equally to all students, no matter their academic abilities or achievement. |  |  |  |  |  |
| My school’s rules are applied equally to all students, no matter their past behavioral issues/ referrals. |  |  |  |  |  |

**How often has each of the following occurred over the summer and/or so far this school year?**

**Continuum of Integrated Supports**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Never** | **Hardly ever** | **Sometimes** | **Most of the time** | **Always** | **I’m unsure** |
| At this school, staff use a multi-tiered system of supports (such as MTSS or PBIS) to meet the social and emotional needs of all students. |  |  |  |  |  |  |
| My school provides me with the necessary support on how to best implement SEL in the classroom. |  |  |  |  |  |  |
| Interdisciplinary teams work together to monitor students’ social and emotional development. |  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Family Partnership** | **Never** | **Hardly ever** | **Sometimes** | **Most of the time** | **Always** |
| I seek input from families about how to best meet their students’ social and emotional needs. |  |  |  |  |  |
| I communicate with my students’ families as a way to build positive relationships.  |  |  |  |  |  |
| I involve my students’ families in meaningful decision making.  |  |  |  |  |  |

**Community Partnership**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Never** | **Hardly ever** | **Sometimes** | **Most of the time** | **Always** | **I’m unsure** |
| At this school, community partnerships (such as businesses or community organizations, etc.) promote students’ social and emotional skill development. |  |  |  |  |  |  |
| At this school, community partnerships support students and families during challenging times (such as school or life transitions, food insecurity, etc.) |  |  |  |  |  |  |
| At this school, after-school programming and or extracurricular activities share our SEL initiatives/language. |  |  |  |  |  |  |

**How often has each of the following occurred over the summer and/or so far this school year?**

**Reflecting on Data**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Never** | **Hardly ever** | **Sometimes** | **Most of the time** | **Always** |  |
| My school communicates our SEL goals and our progress on these goals. |  |  |  |  |  |  |
| My school communicates what data are collected on students’ social and emotional skills. |  |  |  |  |  |  |
|  | **Never** | **Hardly ever** | **Sometimes** | **Most of the time** | **Always** | **I’m unsure** |
| My school uses student data to better understand issues of equity. |  |  |  |  |  |  |

**Workplace Perceptions**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Strongly Disagree** | **Disagree** | **Neither Disagree or Agree** | **Agree** | **Strongly Agree** |
| Staff members at this school strive to promote students' social and emotional competence. |  |  |  |  |  |
| I prioritize promoting social and emotional competence in my students. |  |  |  |  |  |
| I believe that social and emotional competence is related to students' academic success. |  |  |  |  |  |
| I believe that social and emotional competence is related to students' civic engagement.[[2]](#footnote-2) |  |  |  |  |  |
| I believe that social and emotional competence is related to students' career preparation. |  |  |  |  |  |
| I plan on staying at my school in this role next year. |  |  |  |  |  |
| SEL has a clear benefit for students at this school. |  |  |  |  |  |
| I feel excited to come to work each day. |  |  |  |  |  |
| I feel frustrated by my job. |  |  |  |  |  |

**9) This school year, what grade(s) do you teach?** (Select all that apply)

o Pre-kindergarten o Grade 6 o Ungraded (including special education students aged 18-22)

o Kindergarten o Grade 7 o Other (Please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

o Grade 1 o Grade 8 o N/A - I do not teach students.

o Grade 2 o Grade 9

o Grade 3 o Grade 10

o Grade 4 o Grade 11

o Grade 5 o Grade 12

*(To make the item above less identifiable, amend using grade bands.)*

**10) How many years have you worked in education (in any role)?** (Round to the nearest number of years). **\_\_\_\_\_\_\_\_\_\_**

**11) Are you a member of your school’s SEL team?**

o Yes

o No

**12) What is your gender?**

o I identify as a woman

o I identify as a man

o I do not identify as a woman or a man

o I prefer not to say

**13) What is your race or ethnicity?** (Select all that apply).

o Asian/Asian American

o Black/African American

o Latino/a/x/Hispanic

o Indigenous/Native American

o White/Caucasian

o Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

o I prefer not to say

**Thank you for taking our survey! Your response is very important to us.**

1. Shared agreements/norms are statements or routines the school community has determined together about how they will relate and interact with one another. [↑](#footnote-ref-1)
2. Civic engagement encompasses the lessons that teach students how to analyze issues in the world around them that affect their lives, develop an understanding of how they can make a difference, and learn how to work with others to create solutions. Civic education prepares students to be tomorrow’s engaged citizens.  [↑](#footnote-ref-2)