Surrey Schools
LEADERSHIP IN LEARNING

SD 36
Research
&Evaluation

# SURREY SCHOOL DISTRICT'S SOCIAL AND EMOTIONAL LEARNING LEAD INITIATIVE

## 2021/2022 REPORT

## A MESSAGE FROM SURREY SCHOOLS

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

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

Click to watch our welcome video, **Éy swayel / Bienvenue / Welcome to Surrey Schools**.

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

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

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Surrey School District's Research and Evaluation Department. (2022). *Surrey School District's Social and Emotional Learning Lead Initiative*: *2021/2022 Report.* Surrey, Canada: SD36.

# Table of Contents


**Executive Summary** 1

**Key Findings** 2

**The Social and Emotional Learning Lead Initiative** 6

**Teacher SEL Lead Initiative Survey Data** 10

**Grade K-2 SEL Lead Initiative Survey Data** 37

- K-2 Student Surveys 38
- K-2 Teacher Surveys 60

**Grade 3-4 SEL Lead Initiative Survey Data** 73

- Gr. 3-4 Student Surveys 74
- Gr. 3-4 Teacher Surveys 96

**Grade 5-7 SEL Lead Initiative Survey Data** 109

- Gr. 5-7 Student Surveys 110
- Gr. 5-7 Teacher Surveys 132

**Appendices** 145

# Executive Summary

This report provides the results of surveys administered to assess the outcomes of Surrey School District's Social and Emotional Learning (SEL) Lead Initiative. Between February and March 2022, 132 teachers and 4,628 K-7 students completed baseline surveys designed to measure students' SEL across six domains: (1) Empathy for Others; (2) Self-Awareness and Self-Management; (3) Sense of Belonging and Connection to One's Classroom and School; (4) Critical Thinking and Decision Making; (5) Healthy Relationships; and (6) School Engagement and Achievement of Learning Goals. Surveys were administered to four groups: (1) Teachers; (2) Grade K-2 students; (3) Grade 3-4 students; and (4) Grade 5-7 students. Teachers also answered questions about their own embodiment of SEL competencies, use of SEL instructional practices, and experiences with the SEL Lead Initiative in their school. In June 2022, 52 teachers and 2,955 K-7 students completed end-of-year surveys designed to measure their development across these SEL domains and outcomes.

In this report, we first present an overview of the SEL Lead Initiative. We then present the methodology, baseline findings, and end-of-year findings for teachers' perceptions of their own SEL, instructional practices, and their experiences with the SEL Lead Initiative. Then, we present the methodology, baseline findings, and end-of-year findings for (1) K-2 students' perceptions of their own SEL followed by K-2 teachers' perceptions of their students' SEL; (2) Gr. 3-4 students' perceptions of their own SEL followed by Gr. 3-4 teachers' perceptions of their students' SEL; and (3) Gr. 5-7 students' perceptions of their own SEL followed by Gr. 5-7 students' perceptions of their students' SEL.

# Key Findings

## Teachers

There were 132 teachers who completed the baseline surveys and 52 teachers who completed the end-of-year surveys. There was growth across several items for both teachers' SEL and their students' SEL.

## Changes in Teachers' SEL Practices

| BASELINE | | END OF YEAR |
|---|---|---|
| 53% | Percentage of teachers who reported using SEL practices as a foundation to their teaching and learning processes most or all of the time | 60% |
| 61% | Percentage of teachers who feel confident in their ability to rebound/overcome if they have a bad day at work almost all or all of the time | 71% |
| 61% | Percentage of teachers who reported that they take actions to show value to the diverse experiences of others at school almost all or all of the time | 79% |

## Changes in Teachers' Perceptions of Students' SEL

| BASELINE | | END OF YEAR |
|---|---|---|
| 58% | Percentage of K-2 teachers who indicated that their students understand that their emotions affect their behaviours most or all of the time | 94% |
| 52% | Percentage of Gr. 3-4 teachers who indicated that their students are good at setting goals for themselves most or all of the time | 89% |
| 72% | Percentage of Gr. 5-7 teachers who reported that their students understand that their choices can affect other people most or all of the time | 89% |

# Key Findings

## K-2 Students

There were 724 K-2 students who completed both the baseline and end-of-year surveys. Students demonstrated notable developments across multiple items and domains.

| BASELINE | | END OF YEAR |
|---|---|---|
| 69% | Percentage of students who reported that they can name their feelings most or all of the time | 73% |
| 53% | Percentage of students who reported liking to participate in their classroom or school activities most or all of the time | 58% |
| 71% | Percentage of students who reported knowing what's right and wrong most or all of the time | 76% |

### Students demonstrate healthy relationships most often

At both baseline and the end of the year, K-2 students indicated that they demonstrate an ability to develop and maintain healthy relationships most often

### Significant increases across domains

There was a statistically significant increase in students' Sense of Belonging and Connection and School Engagement and Achievement of Learning Goals between baseline and end of year

# Key Findings

## Gr. 3-4 Students

There were 459 Gr. 3-4 students who completed the baseline and end-of-year surveys. Students demonstrated notable developments across multiple items and domains.

| BASELINE | | END OF YEAR |
|---|---|---|
| 54% | Percentage of students who reported being good at solving problems they have with other people most or all of the time | 64% |
| 71% | Percentage of students who reported understanding that their choices can affect other people most or all of the time | 78% |
| 55% | Percentage of students who reported caring about how other people feel all of the time | 60% |
| 63% | Percentage of students who reported that they can manage their emotions most or all of the time | 69% |
| 75% | Percentage of students who reported that there is at least one adult at their school who really cares about them most or all of the time | 79% |

### Students demonstrate Empathy for Others most often

At both baseline and the end of the year, Gr. 3-4 students indicated that they demonstrate Empathy for Others most often

### Significant increases across domains

There was a statistically significant increase in students' Self-Awareness and Self-Management and School Engagement and Achievement of Learning Goals between baseline and end of year

# Key Findings

## Gr. 5-7 Students

**There were 875 Gr. 5-7 students who completed the baseline and end-of-year surveys. Students demonstrated notable developments across multiple items and domains.**

| BASELINE | | END OF YEAR |
|---|---|---|
| 55% | Percentage of students who reported knowing how to deal with difficulties in their lives most or all of the time | 63% |
| 57% | Percentage of students who reported being good at solving problems they have with other people most or all of the time | 63% |
| 45% | Percentage of students who reported understanding that their choices can impact their future all of the time | 48% |
| 76% | Percentage of students who reported feeling like they can learn how to do most things if they set their mind on it and work hard most or all of the time | 80% |
| 43% | Percentage of students who reported there is at least one adult at school who cares about them all of the time | 49% |

### Students demonstrate Empathy for Others most often

At both baseline and the end of the year, Gr. 5-7 students indicated that they demonstrate Empathy for Others most often

### Significant increases across domains

There was a statistically significant increase in students' Self-Awareness and Self-Management, Sense of Belonging and Connection, Healthy Relationships, and School Engagement and Achievement of Learning Goals

# The Social and Emotional Learning Lead Initiative

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

## Social and Emotional Learning as a Priority Practice

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

**SOCIAL AND EMOTIONAL LEARNING**

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

## Overview of the Social and Emotional Learning Lead Initiative

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

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

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

To support the District's SEL Lead Initiative, we drew upon resources and protocols produced by the Collaborative for Academic, Social, and Emotional Learning (CASEL).[1] As part of an extensive review of research, the DB-SEL Team identified several key student competencies and outcomes the SEL Lead Initiative aims to enhance, including: (1) empathy for others; (2) self-awareness and self-management; (3) a sense of belonging and connection to one's classroom and school; (4) critical thinking and decision making; (5) the ability to develop and maintain healthy relationships; and (6) school engagement and achievement of one's learning goals.

To enhance these outcomes in students, teachers must approach the teaching and learning process with a more SEL-focused lens. This includes a greater focus on adult SEL, as this directly impacts student SEL. Thus, the DB-SEL Team also identified a few desired teacher outcomes, including: (1) greater embodiment of SEL competencies (e.g., empathy, positive self-perception, curiosity, courage, resiliency, and vulnerability); (2) greater use of SEL practices as a foundation to teaching and learning processes; and (3) greater promotion of a positive classroom climate.

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

# The Social and Emotional Learning Team

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

1. Attend two full-day orientation sessions led by the DB-SEL Team
2. Meet and collaborate with members of the DB-SEL team at least once per month
3. Create a SEL Team within their schools and organize monthly meetings
4. Commit to coordinating and building upon research-based SEL practices across classrooms
5. Support classroom teachers in using evidence of learning to monitor student progress and determine next steps
6. Document and share what they have learned about students' learning and classroom practice

The DB-SEL Team is comprised of a SEL Helping Teacher/SEL Coordinator, Two SEL Advocates, the Director of Instruction of Priority Practices, and members of the Research and Evaluation Department. The DB-SEL Team is responsible for:

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

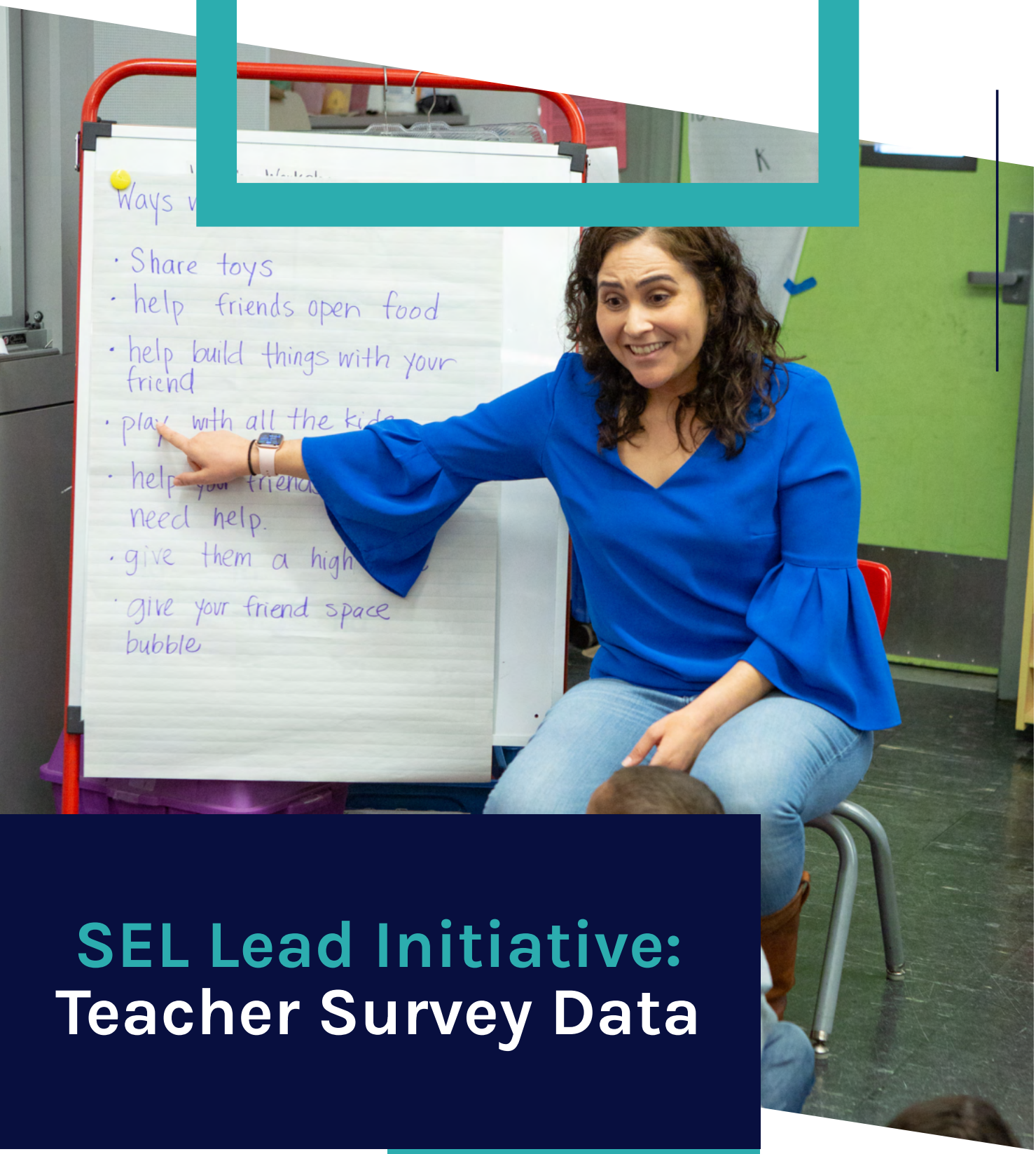
# Evaluating the Social and Emotional Learning Lead Initiative

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

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

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

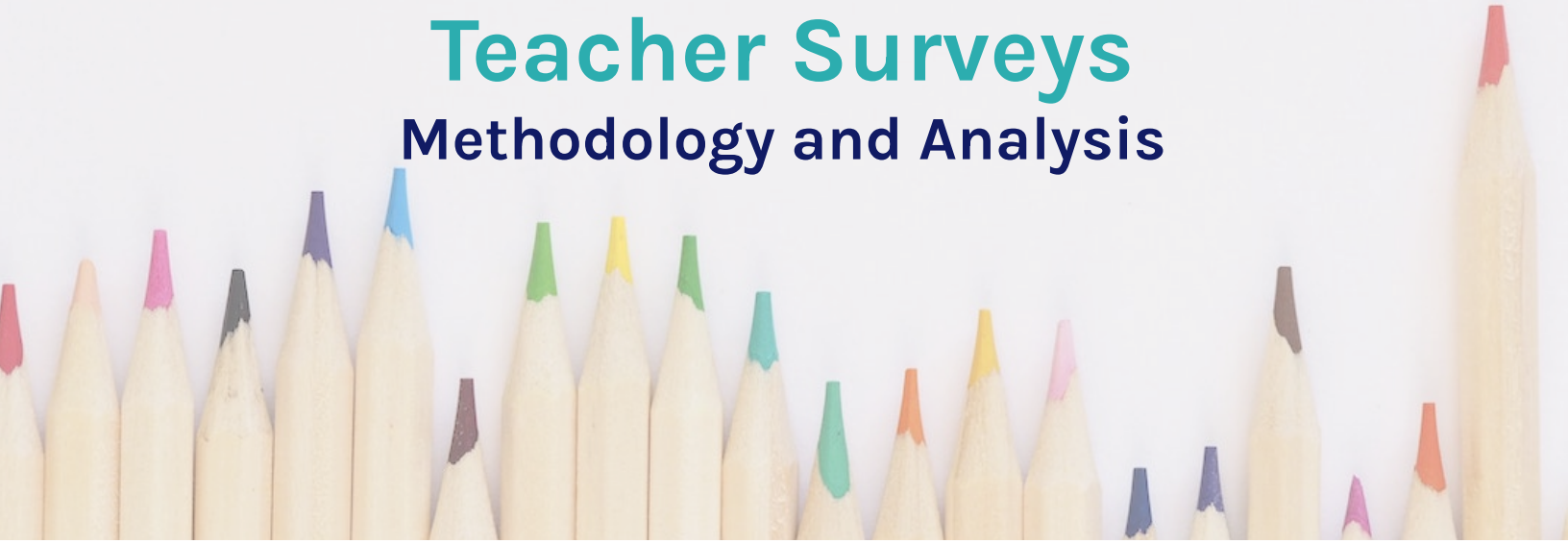
In this report, we provide an overview of the survey materials administered and the baseline data collected from 132 teachers and 4,628 K-7 students. In the following sections, we report the baseline findings for the: (1) Teacher SEL Surveys; (2) K-2 Student SEL Surveys; (3) Grade 3-4 Student SEL Surveys;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




# SEL Lead Initiative:
# Teacher Survey Data

# Teacher Surveys

## Methodology and Analysis



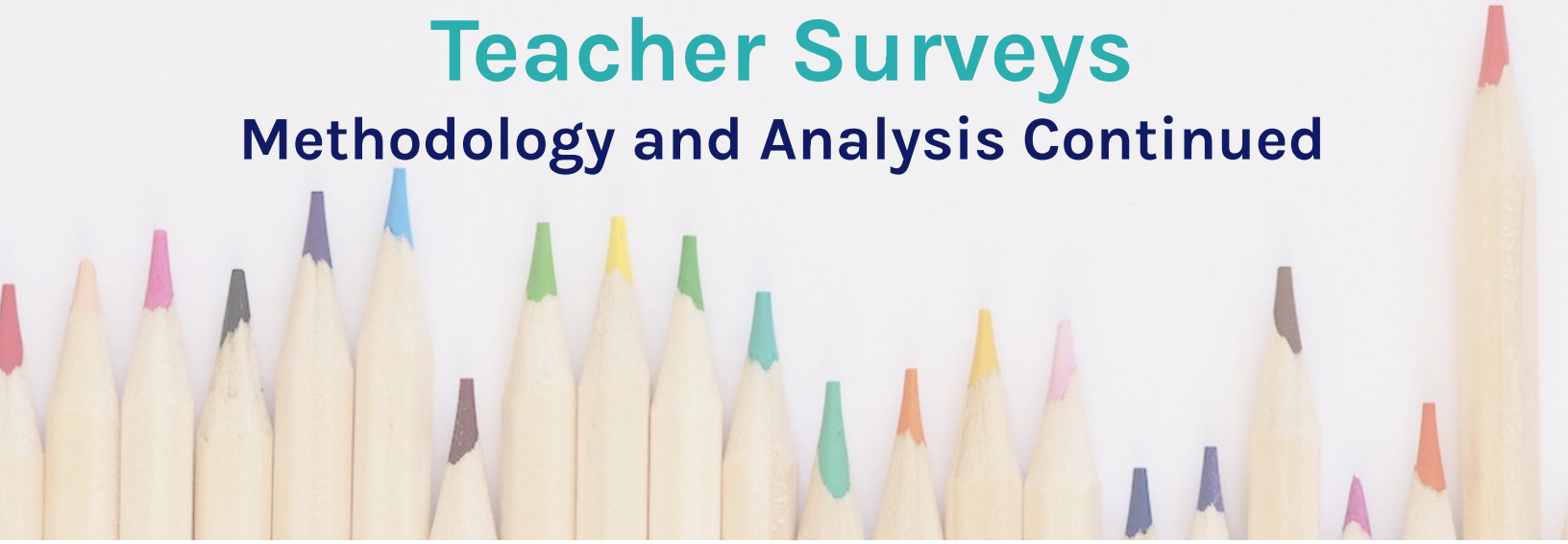
Teachers were invited to complete a *Teacher SEL Survey* with both close-ended, Likert scale questions (quantitative) and open-ended questions (qualitative) about their own embodiment of SEL competencies, use of SEL instructional practices, and experiences with the SEL Lead Initiative in their school. Teachers also answered questions about their students' SEL competencies (described later in this report; see Appendix A for full survey). SEL Leads facilitated the administration of the Teacher SEL Lead Initiative Surveys to teachers within their schools. First, SEL Leads put out a call within their respective schools to determine which teachers were interested in completing this survey. Then, SEL Leads provided interested teachers with the link to the survey. Teachers completed the survey in Microsoft Forms.

The quantitative questions consisted of several statements for which teachers had to indicate the percentage of time that they demonstrated certain SEL competencies or outcomes. They had 10 response options which ranged from 0-100% of the time in 10% increments with an 11th option of "I don't know/no opinion". This 10-point response scale was then transformed into a 5-point scale to simplify interpretation and make the rating scale used on the Teacher SEL Surveys more consistent with the anchors used on the 5-point scale students used. The teachers' response scale was transformed as follows:

| | |
|---|---|
| 0-10% of the time | Almost none or none of the time |
| 11-20% of the time | |
| 21-30% of the time | Some of the time |
| 31-40% of the time | |
| 41-50% of the time | About half of the time |
| 51-60% of the time | |
| 61-70% of the time | Most of the time |
| 71-80% of the time | |
| 81-90% of the time | Almost all or all of the time |
| 91-100% of the time | |

# Teacher Surveys

## Methodology and Analysis Continued



Quantitative data from close-ended survey items (i.e., Likert scale survey items) was calculated and represented as the percentage of teachers' responses that fell into each of the six response categories. Qualitative data underwent deductive and inductive analyses borrowed from well-established procedures in qualitative research. Researchers began by conducting a line-by-line analysis of responses to open-ended questions, identifying and coding salient features in the data. These codes were then collated into higher-level themes, refined, and compared with results of the quantitative evidence findings.

### BASELINE SURVEYS

Overall, 132 teachers from 32 schools completed the baseline surveys in Microsoft Forms between between January 24, 2022 and March 8, 2022.

### END-OF-YEAR SURVEYS

Overall, 52 teachers from 17 schools completed the end-of-year surveys in Microsoft Forms between between May 31, 2022 and June 23, 2022.

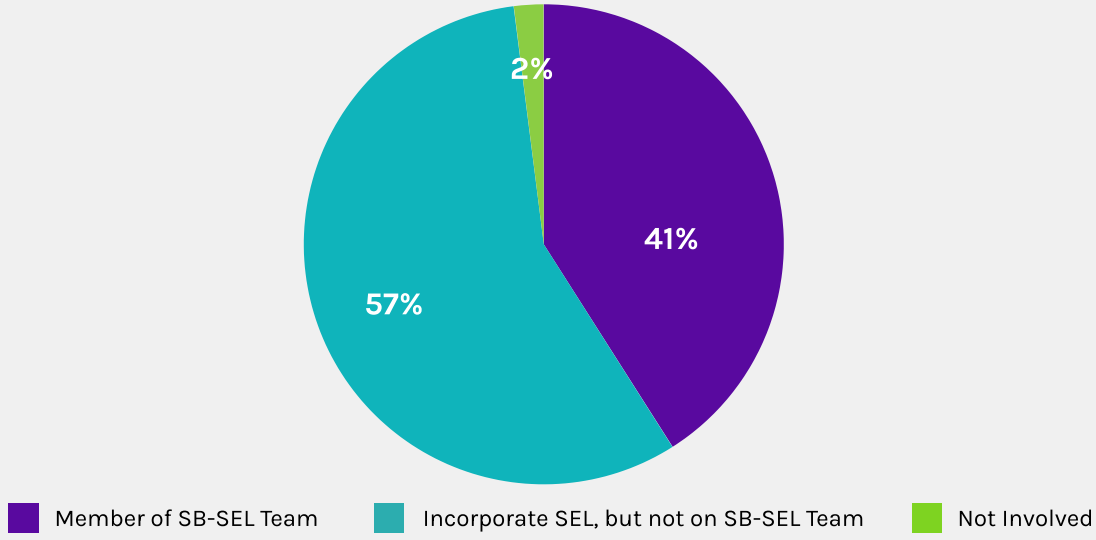
Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. URL: https://www.tandfonline.com/doi/abs/10.1191/1478088706qp063oa

# LEVEL OF INVOLVEMENT IN THE SEL LEAD INITIATIVE

## BASELINE SURVEY RESPONSES:

A total of 132 teachers from 32 elementary schools completed the baseline survey. Of the teachers who completed this survey, 41% indicated that they are a member of the SB-SEL team, 57% indicated that they incorporate SEL into their classroom but are not a member of the SB-SEL Team, and 2% indicated that they are not involved in the SEL Lead Initiative. See Figure 1 for a breakdown of teachers' level of involvement in the SEL Lead Initiative.

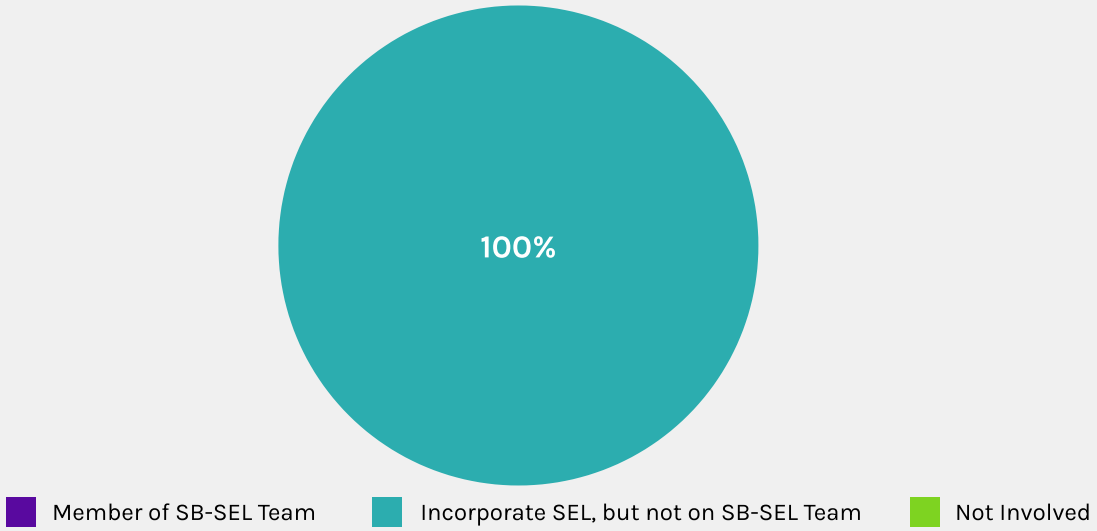
***Figure 1.*** *Teachers' Baseline Responses Regarding Their Level of Involvement in the SEL Lead Initiative*




## END-OF-YEAR SURVEY RESPONSES:

A total of 52 teachers from 17 elementary schools completed the survey at the end of the year. Of the teachers who completed this survey, 100% indicated that they incorporate SEL into their classroom but are not a member of the SEL Team. See Figure 2 for a breakdown of teachers' level of involvement in the SEL Lead Initiative.

***Figure 2.*** *Teachers' End-of-Year Responses Regarding Their Level of Involvement in the SEL Lead Initiative*



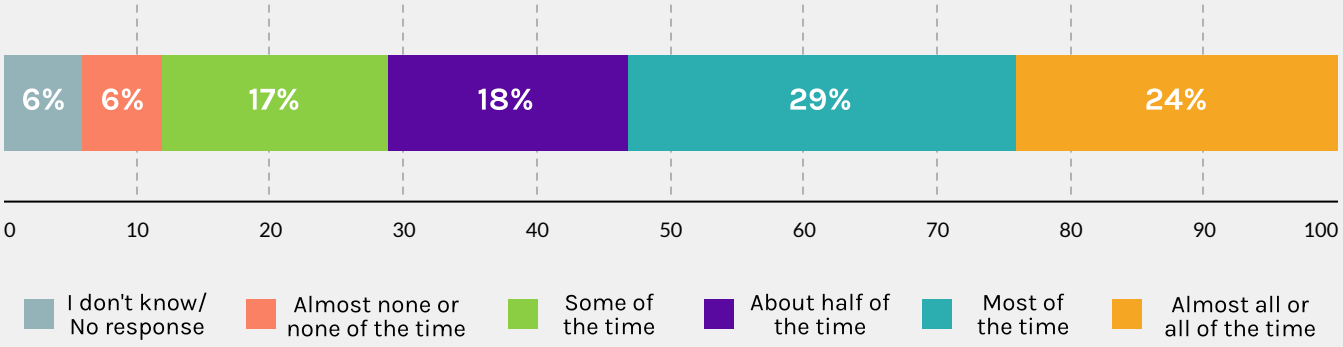
# TEACHER USE SEL PRACTICES AS A FOUNDATION TO TEACHING AND LEARNING PROCESSES

Teachers reported how often they use SEL practices as a foundation to their teaching and learning processes. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time to Almost All or All of the Time* and a sixth option of *I don't know/no response.*

## BASELINE SURVEY RESPONSES:

All 132 teachers responded to this question. Approximately half of teachers (53%) indicated that they use SEL practices as a foundation to their teaching and learning processes the majority of the time, with 29% using SEL practices most of the time and 24% using SEL practices almost all or all of the time. See Figure 3 for a breakdown of teachers' ratings.

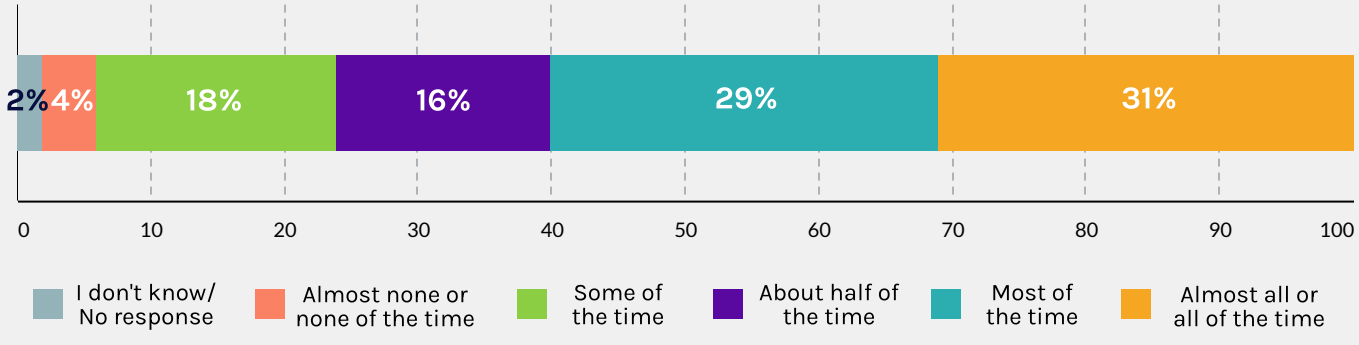
***Figure 3.*** *Teachers' Baseline Responses Regarding How Often They Use SEL Practices in their Teaching and Learning*




## END-OF-YEAR SURVEY RESPONSES:

There were 51 teachers who responded to this question. There was an increase in the percentage of teachers who indicated that they use SEL practices as a foundation to their teaching and learning processes most or all of the time between baseline (53%) and the end of the year (60%). See Figure 4 for a breakdown of teachers' ratings.

***Figure 4.*** *Teachers' End-of-Year Responses Regarding How Often They Use SEL Practices in Their Teaching and Learning*



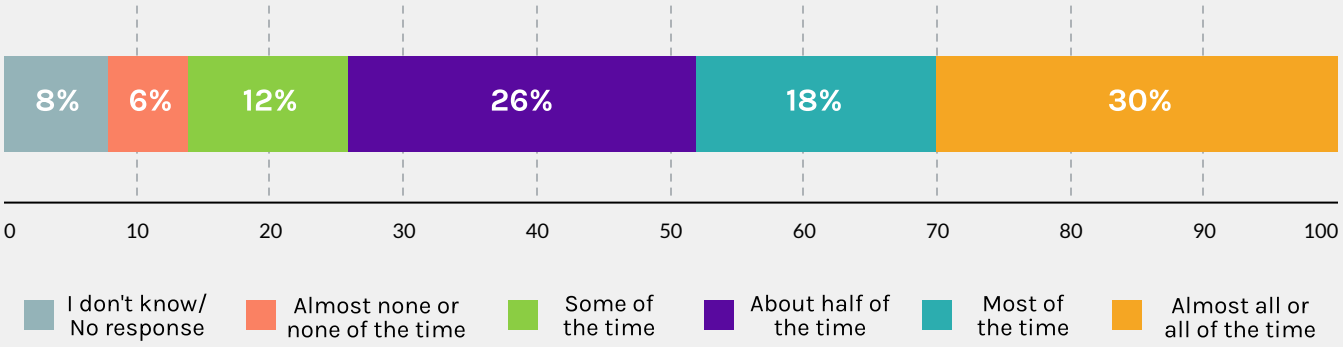
# I CAN IMPLEMENT SEL STRATEGIES THAT ARE GROUNDED IN RESEARCH-INFORMED PRACTICES

Teachers reported how often they feel that they can implement SEL strategies that are grounded in research-informed practices. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time to Almost All or All of the Time* and a sixth option of *I don't know/no response.*

## BASELINE RESPONSES:

All 132 teachers responded to this question. About half of teachers (48%) felt they can implement SEL strategies that are grounded in research-informed practices the majority of the time, with 18% feeling they can implement these strategies most of the time and 30% feeling they can do so almost all or all of the time. See Figure 5 for a breakdown of teachers' ratings.

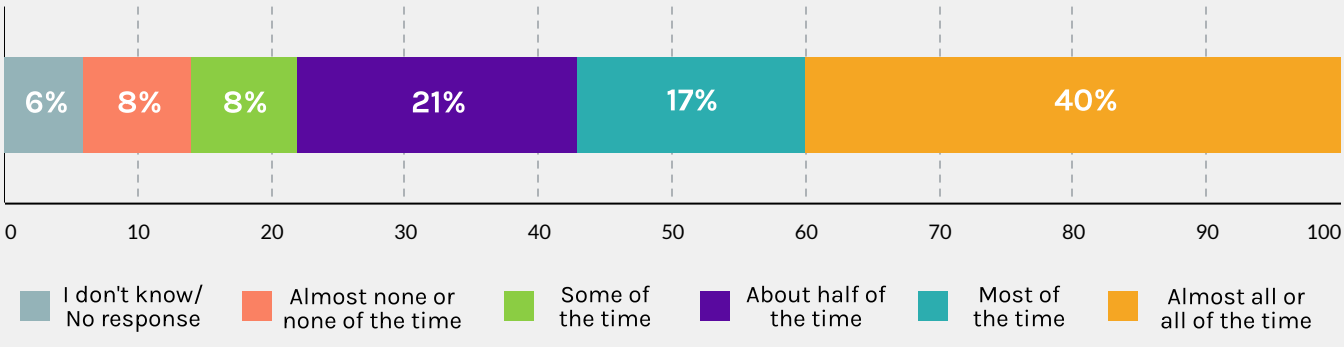
***Figure 5.*** *Teachers' Baseline Responses Regarding How Often They Implement Research-Informed SEL Practices*




## END-OF-YEAR RESPONSES:

There were 52 teachers who responded to this question. The percentage of teachers who reported that they feel they can implement SEL strategies that are grounded in research-informed practices almost all or all of the time increased between baseline (30%) and the end of the year (40%). See Figure 6 for a breakdown of teachers' ratings.

***Figure 6.*** *Teachers' End-of-Year Responses Regarding How Often They Implement Research-Informed SEL Practices*



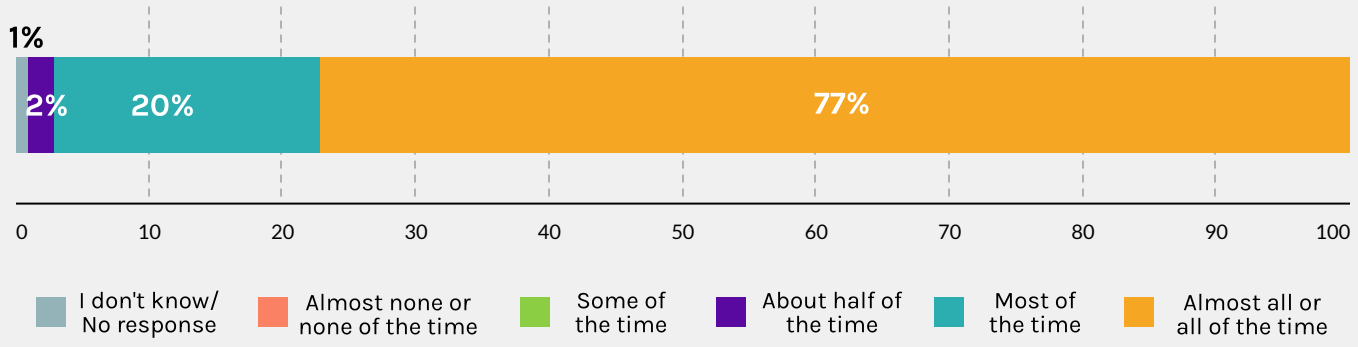
# I DEMONSTRATE EMPATHY FOR OTHERS

Teachers were asked to indicate how often they feel they demonstrate empathy for others. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time to Almost All or All of the Time* and a sixth option of *I don't know/no response.*

## BASELINE RESPONSES:

There were 131 teachers who responded to this question. Almost all teachers (97%) indicated that they demonstrate empathy for others the majority of the time, with 77% of teachers responding that they demonstrate empathy for others almost all or all of the time. See Figure 7 for a breakdown of teachers' ratings.

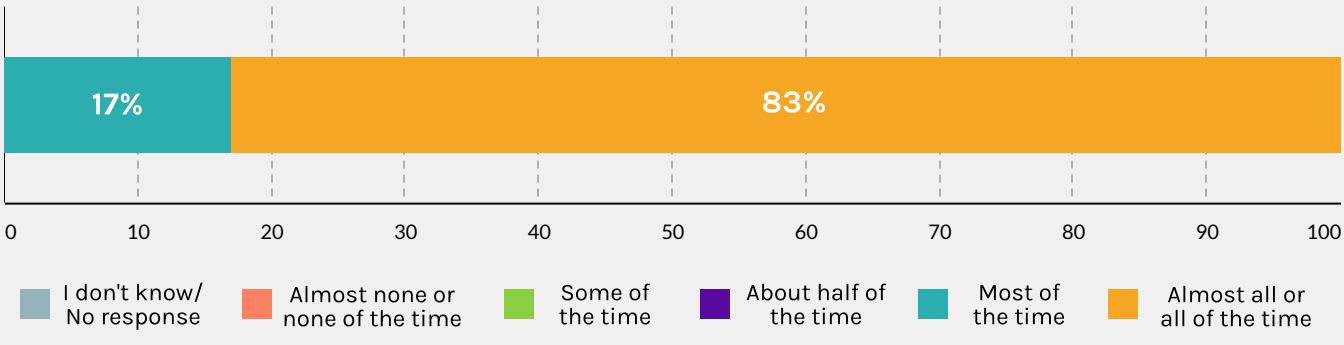
***Figure 7.*** *Teachers' Baseline Responses Regarding How Often They Demonstrate Empathy for Others*




## END-OF-YEAR RESPONSES:

There were 52 teachers who responded to this question. All teachers (100%) indicated that they demonstrate empathy for others most or all of the time. There was an increase in the percentage of teachers who reported demonstrating empathy for others almost all or all of the time between baseline (77%) and the end of the year (83%). See Figure 8 for a breakdown of teachers' ratings.

***Figure 8.*** *Teachers' End-of-Year Responses Regarding How Often They Demonstrate Empathy for Others*



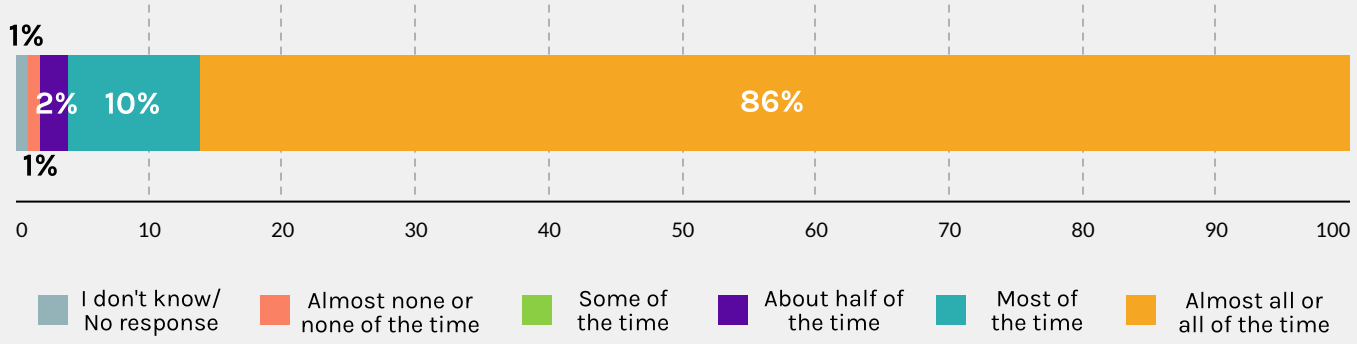
# I KNOW WHO I AM AND WHAT I BELIEVE IN

Teachers were asked to indicate how often they feel like they know who they are and what they believe in. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time to Almost All or All of the Time* and a sixth option of *I don't know/no response.*

## BASELINE RESPONSES:

All 132 teachers responded to this question. Nearly all teachers (96%) indicated that they know who they are and what they believe in the majority of the time, with 10% of teachers responding that they feel this way most of the time and 86% of teachers responding that they feel this way almost all or all of the time. See Figure 9 for a breakdown of teachers' ratings.

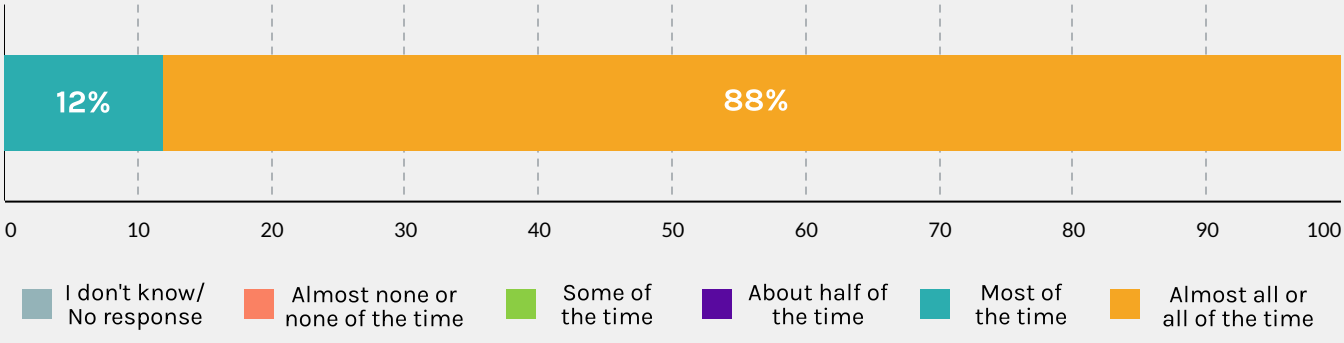
***Figure 9.*** *Teachers' Baseline Responses Regarding How Often They Know Who They Are and What They Believe In*




## END-OF-YEAR RESPONSES:

There were 52 teachers who responded to this question. All teachers (100%) reported that they know who they are and what they believe in the majority of the time, with 12% of teachers responding that they feel this way most of the time and 88% of teachers responding that they feel this way almost all or all of the time. See Figure 10 for a breakdown of teachers' ratings.

***Figure 10.*** *Teachers' End-of-Year Responses Regarding How Often They Know Who They Are and What They Believe In*



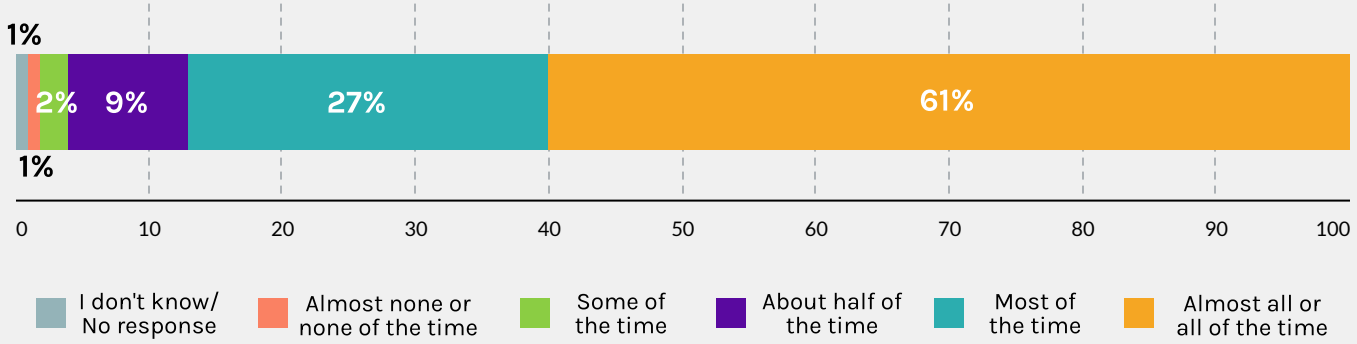
# I AM CONFIDENT IN MY ABILITY TO REBOUND/OVERCOME IF I HAVE A BAD DAY AT WORK

Teachers were asked to indicate how often they feel confident in their ability to rebound/overcome if they have a bad day at work. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time to Almost All or All of the Time* and a sixth option of *I don't know/no response.*

## BASELINE RESPONSES:

All 132 teachers responded to this question. Most teachers (88%) indicated that they feel confident in their ability to rebound/overcome if they have a bad day at work the majority of the time, with 27% of teachers feeling confident in their ability most of the time and 61% of teachers feeling confident in their ability almost all or all of the time. See Figure 11 for a breakdown of teachers' ratings.

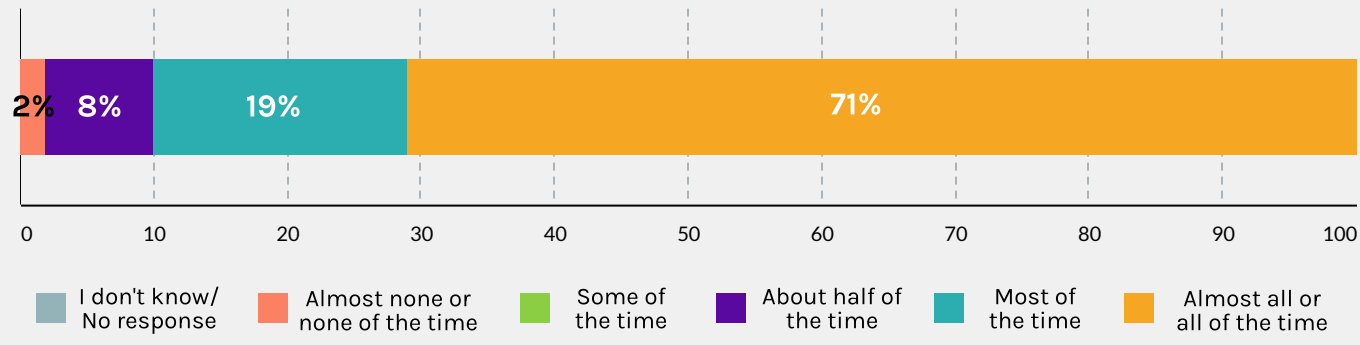
***Figure 11.*** *Teachers' Baseline Responses Regarding How Often They Can Rebound After a Bad Day*




## END-OF-YEAR RESPONSES:

There were 52 teachers who responded to this question. Most teachers (90%) indicated that they feel confident in their ability to rebound/overcome if they have a bad day at work most or all of the time. Additionally, the percentage of teachers who feel confident in this ability almost all or all of the time increased between baseline (61%) and the end of the year (71%). See Figure 12 for a breakdown of teachers' ratings.

***Figure 12.*** *Teachers' End-of-Year Responses Regarding How Often They Can Rebound After a Bad Day*



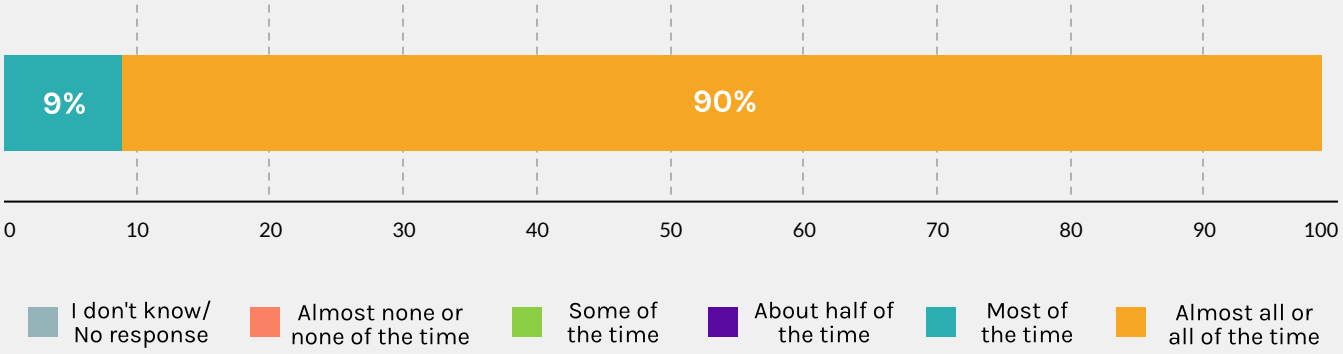
# I TAKE ACTIONS TO MAKE THE STUDENTS IN MY CLASSROOM AND SCHOOL FEEL WELCOME

Teachers were asked to indicate how often they take actions to make the students in their classroom and school feel welcome. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time to Almost All or All of the Time* and a sixth option of *I don't know/no response.*

## BASELINE RESPONSES:

There were 131 responses to this question. All teachers who responded to this question indicated that they take actions to make students in their classroom and school feel welcome the majority of the time, with 9% of teachers responding that they do so most of the time and 90% of teachers responding that they do so almost all or all of the time. See Figure 13 for a breakdown of teachers' ratings.

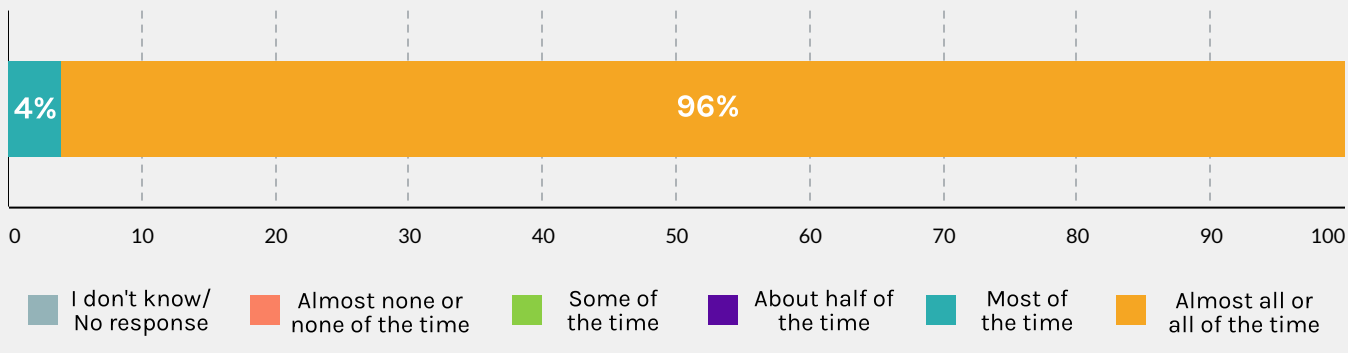
***Figure 13.*** *Teachers' Baseline Responses Regarding How Often They Take Actions to Make Students Feel Welcome*




## END-OF-YEAR RESPONSES:

There were 52 teachers who responded to this question. All teachers indicated that they take actions to make the students in their classroom and school feel welcome most or all of the time. Additionally, the percentage of teachers who indicated that they take these actions almost all or all of the time increased between baseline (90%) and the end of the year (96%). See Figure 14 for a breakdown of teachers' ratings.

***Figure 14.*** *Teachers' End-of-Year Responses Regarding How Often They Take Actions to Make Students Feel Welcome*



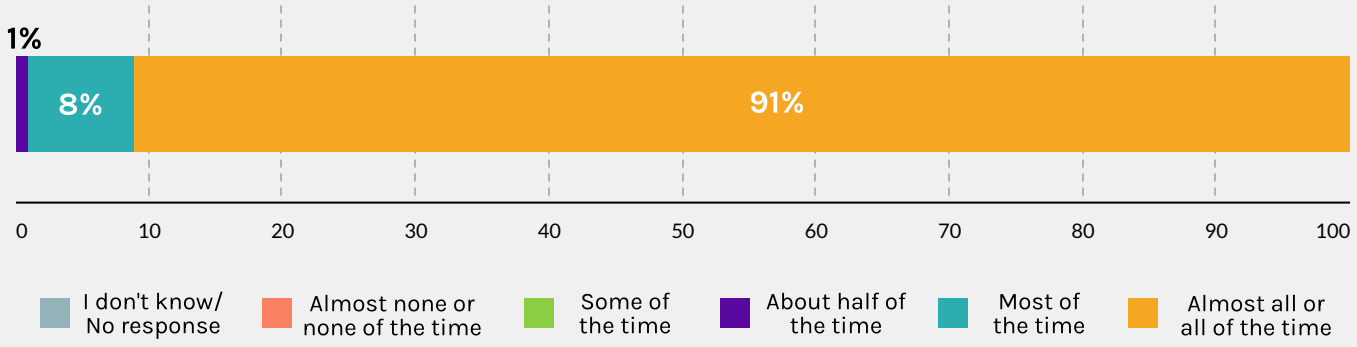
# I TAKE ACTIONS TO MAKE THE STUDENTS IN MY CLASSROOM AND SCHOOL FEEL INCLUDED

Teachers were asked to indicate how often they take actions to make the students in their classroom and school feel included. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time to Almost All or All of the Time* and a sixth option of *I don't know/no response.*

## BASELINE RESPONSES:

All 132 teachers responded to this question. Nearly all teachers (99%) indicated that they take actions to make students in their classroom and school feel included the majority of the time, with 8% of teachers responding that they take these actions most of the time and 91% of teachers responding that they do so almost all or all of the time. See Figure 15 for a breakdown of teachers' ratings.

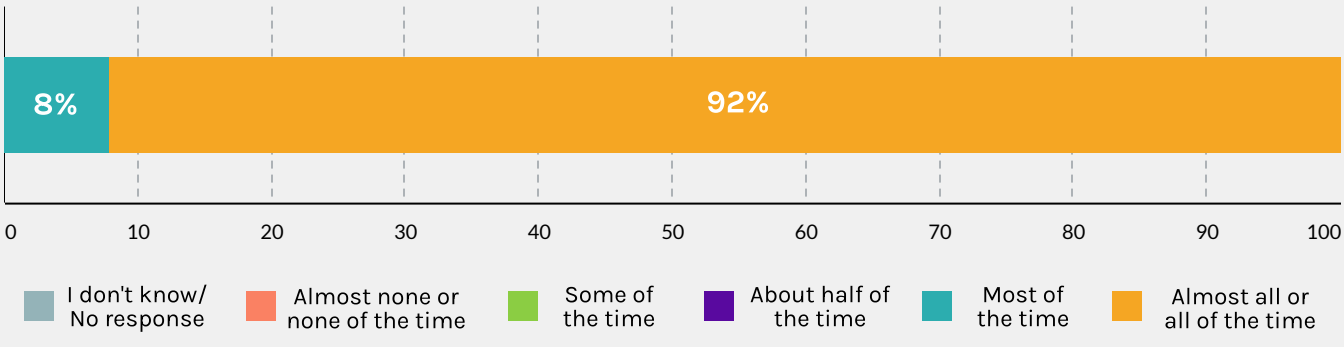
***Figure 15.*** *Teachers' Baseline Responses Regarding How Often They Take Actions to Make their Students Feel Included*




## END-OF-YEAR RESPONSES:

There were 52 teachers who responded to this question. All teachers (100%) indicated that they take actions to make students in their classroom and school feel included most or all of the time. This is highly consistent with teachers' baseline responses. See Figure 16 for a breakdown of teachers' ratings.

***Figure 16.*** *Teachers' End-of-Year Responses Regarding How Often They Take Actions to Make their Students Feel Included*



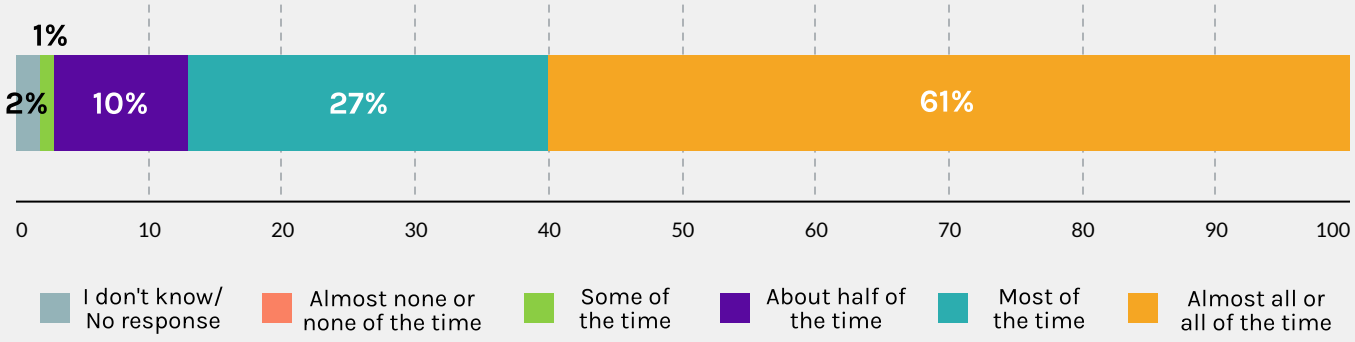
# I TAKE ACTIONS TO SHOW VALUE TO THE DIVERSE EXPERIENCES OF OTHERS AT MY SCHOOL

Teachers were asked to indicate how often they take actions to show value to the diverse experiences of others at their school. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time to Almost All or All of the Time* and a sixth option of *I don't know/no response.*

## BASELINE RESPONSES:

All 132 teachers responded to this question. Most teachers (88%) indicated that they take actions to show value to the diverse experiences of others at their school the majority of the time, with 27% of teachers responding that they take these actions most of the time and 61% of teachers responding that they do so almost all or all of the time. See Figure 17 for a breakdown of teachers' ratings.

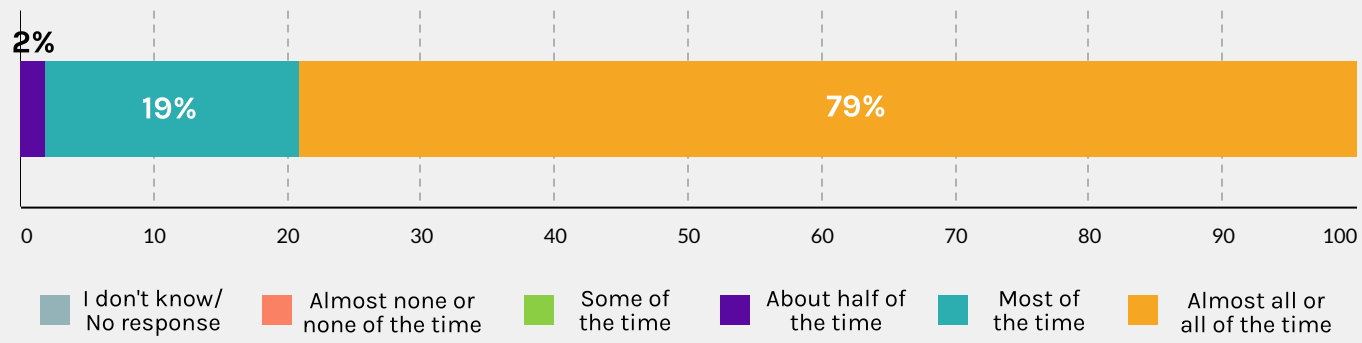
***Figure 17.*** *Teachers' Baseline Responses Regarding How Often They Show Value to the Diverse Experiences of Others*




## END-OF-YEAR RESPONSES:

There were 52 teachers who responded to this question. Almost all teachers (98%) indicated that they take actions to show value to the diverse experiences of others at their school most or all of the time. Additionally, the percentage of teachers who show value to the diverse experiences of others almost all or all of the time increased between baseline (61%) and the end of the year (79%). See Figure 18 for a breakdown of teachers' ratings.

***Figure 18.*** *Teachers' End-of-Year Responses Regarding How Often They Show Value to the Diverse Experiences of Others*



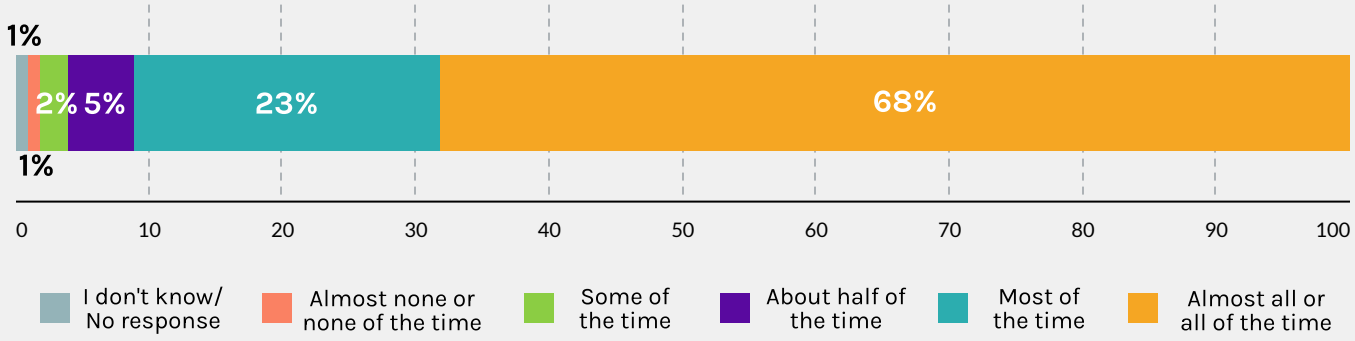
# I FEEL LIKE I HAVE EFFECTIVE STRATEGIES TO MANAGE MY CLASSROOM WHEN THERE ARE DISRUPTIONS

Teachers were asked to indicate how often they feel like they have effective strategies to manage their classroom when there are disruptions. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time to Almost All or All of the Time* and a sixth option of *I don't know/no response.*

## BASELINE RESPONSES:

All 132 teachers responded to this question. Almost all teachers (91%) indicated that they feel like they have effective strategies to manage their classroom when there are disruptions the majority of the time, with 23% of teachers feeling this way most of the time and 68% of teachers feeling this way almost all or all of the time. See Figure 19 for a breakdown of teachers' ratings.

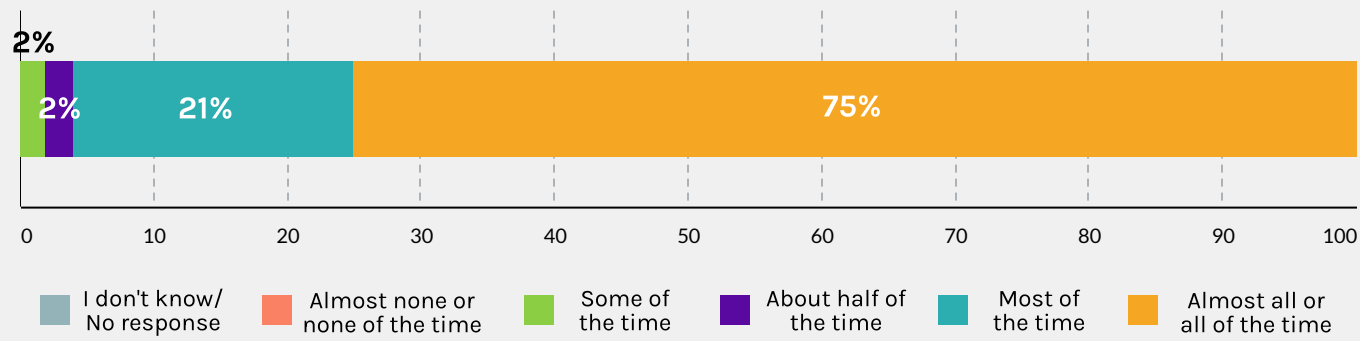
***Figure 19.*** *Teachers' Baseline Responses Regarding How Often They Feel They Have Effective Strategies to Manage Their Classroom*




## END-OF-YEAR RESPONSES:

There were 52 teachers who responded to this question. Once again, almost all teachers (96%) indicated that they feel like they have effective strategies to manage their classroom when there are disruptions 61-100% of the time. Additionally, the percentage of teachers who feel this way 81-100% of the time increased between baseline (68%) and the end of the year (75%). See Figure # for a breakdown of teachers' ratings.

***Figure 20.*** *Teachers' End-of-Year Responses Regarding How Often They Feel They Have Effective Strategies to Manage Their Classroom*



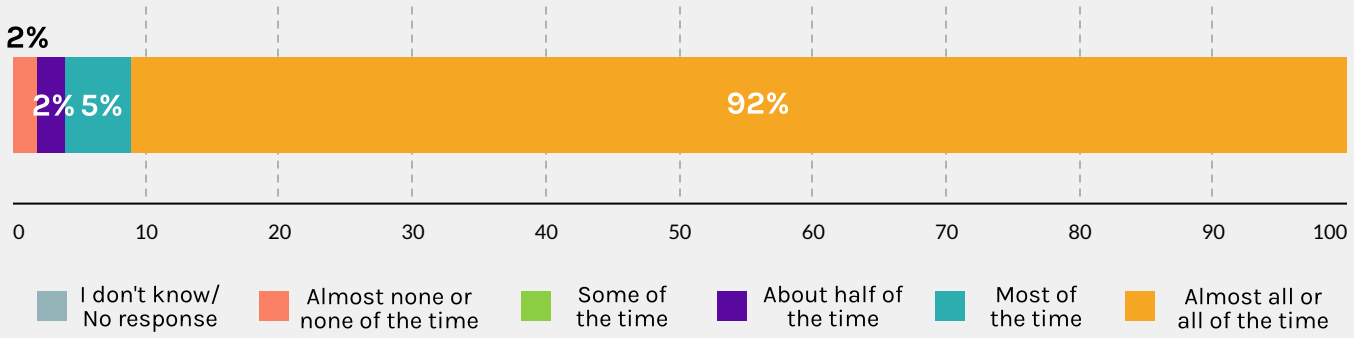
# I FEEL LIKE THERE IS AT LEAST ONE COLLEAGUE AT MY SCHOOL WHO I CAN GO TO WHEN I NEED SUPPORT

Teachers were asked to indicate how often they feel like there is at least one colleague at their school who they can go to when they need support. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time to Almost All or All of the Time* and a sixth option of *I don't know/no response.*

## BASELINE RESPONSES:

All 132 teachers responded to this question. Nearly all teachers (97%) indicated that they feel like there is at least one colleague who they can go to when they need support the majority of the time, with 5% of teachers feeling this way most of the time and 92% of teachers feeling this way almost all or all of the time. See Figure 21 for a breakdown of teachers' ratings.

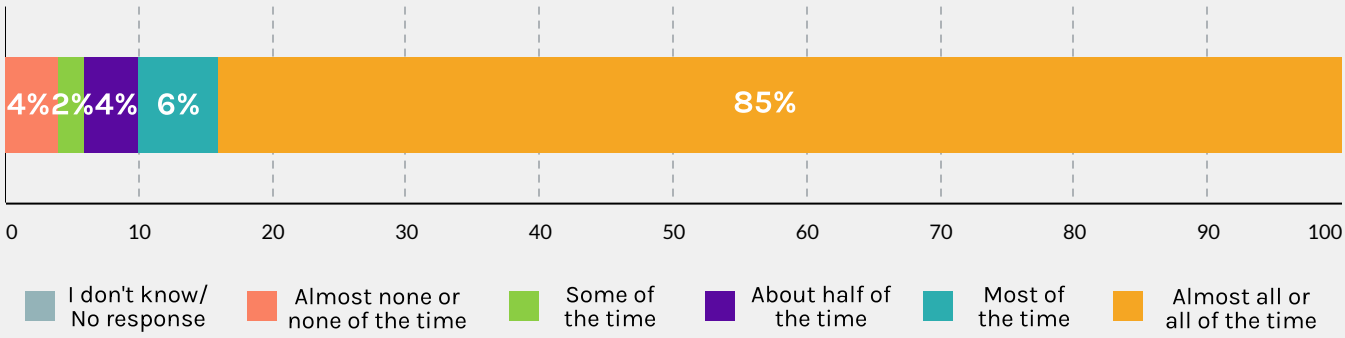
***Figure 21.*** *Teachers' Baseline Responses Regarding How Often They Feel There is a Colleague who Supports Them*




## END-OF-YEAR RESPONSES:

There were 52 teachers who responded to this question. Overall, 91% of teachers felt that there is at least one colleague who they can go to when they need support most or all of the time. There was a decrease in the percentage of teachers who reported feeling like there is at least one colleague who they can go to when they need support most or all of the time between baseline (97%) and the end of the year (91%). See Figure 22 for a breakdown of teachers' ratings.

***Figure 22.*** *Teachers' End-of-Year Responses Regarding How Often They Feel There is a Colleague who Supports Them*



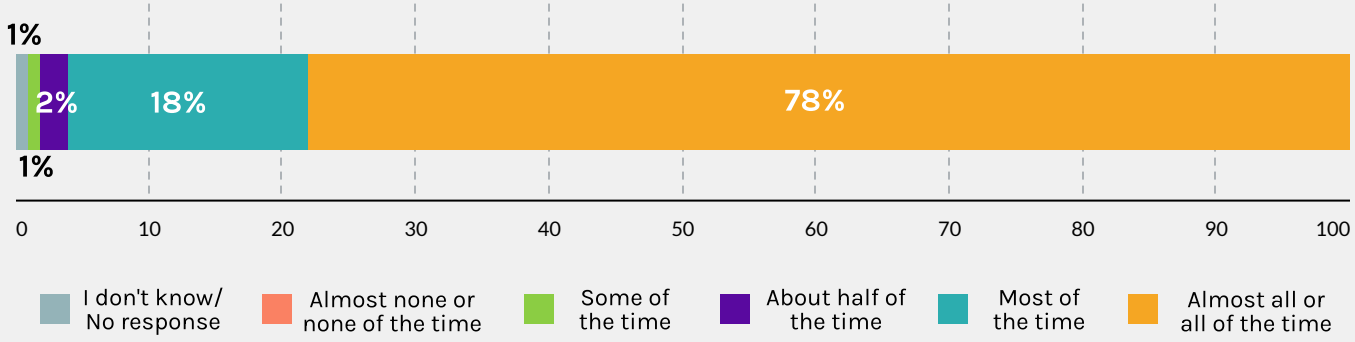
# I FEEL LIKE I HAVE AWARENESS AND ACCEPTANCE OF MY EMOTIONS

Teachers were asked to indicate how often they feel like they have an awareness and acceptance of their emotions. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time to Almost All or All of the Time* and a sixth option of *I don't know/no response.*

## BASELINE RESPONSES:

All 132 teachers responded to this question. Nearly all teachers (96%) indicated that they feel like they have an awareness and acceptance of their emotions the majority of the time, with 18% of teachers feeling this way most of the time and 78% of teachers feeling this way almost all or all of the time. See Figure 23 for a breakdown of teachers' ratings.

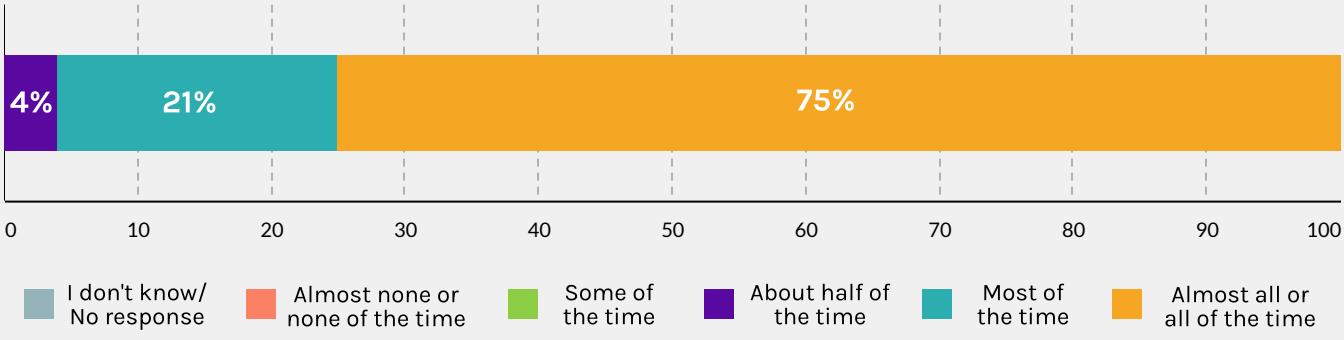
***Figure 23.*** *Teachers' Baseline Responses Regarding How Often They Have an Awareness and Acceptance of Their Emotions*




## END-OF-YEAR RESPONSES:

There were 52 teachers who responded to this question. Once again, nearly all teachers (96%) reported feeling like they have an awareness and acceptance of their emotions most or all of the time. There was a slight decrease in the percentage of teachers who reported feeling like this almost all or all of the time between baseline (78%) and the end of the year (75%). See Figure 24 for a breakdown of teachers' ratings.

***Figure 24.*** *Teachers' End-of-Year Responses Regarding How Often They Have an Awareness and Acceptance of Their Emotions*



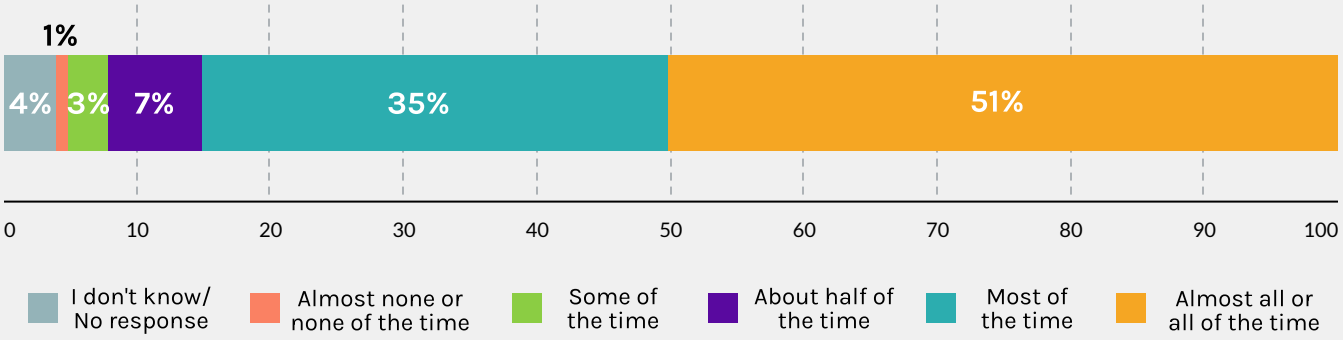
# I FEEL LIKE OTHER PEOPLE VALUE MY WORK

Teachers were asked to indicate how often they feel like other people value their work. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time to Almost All or All of the Time* and a sixth option of *I don't know/no response.*

## BASELINE RESPONSES:

All 132 teachers responded to this question. Approximately 9 in 10 teachers (86%) indicated that they feel like other people value their work the majority of the time, with 35% of teachers feeling this way most of the time and 51% of teachers feeling this way almost all or all of the time. See Figure 25 for a breakdown of teachers' ratings.

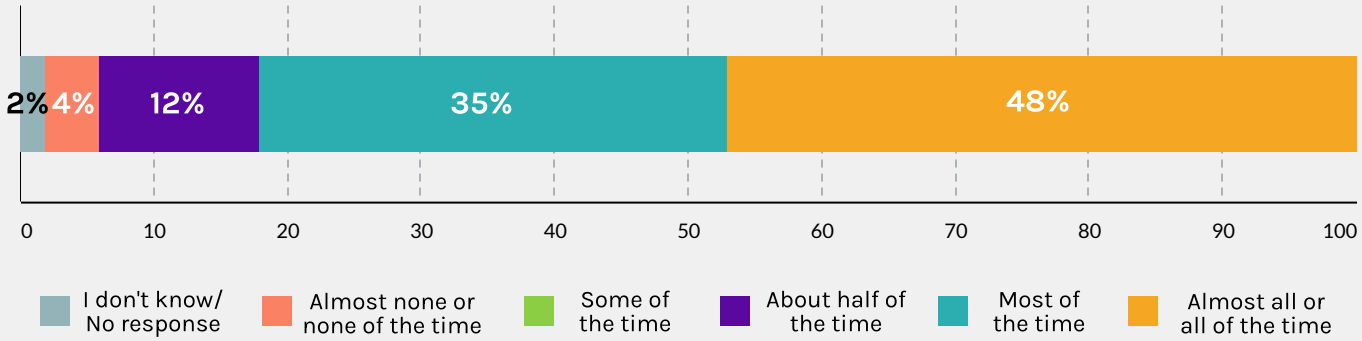
***Figure 25.*** *Teachers' Baseline Responses Regarding How Often They Feel Others Value Their Work*




## END-OF-YEAR RESPONSES:

There were 52 teachers who responded to this question. Approximately 8 in 10 teachers (83%) reported feeling like other people value their work most or all of the time. This was a slight decrease from the percentage of teachers who reported feeling like others value their work most or all of the time at baseline (86%). See Figure 26 for a breakdown of teachers' ratings.

***Figure 26.*** *Teachers' End-of-Year Responses Regarding How Often They Feel Others Value Their Work*



# CASEL'S SEL INDICATORS

## BASELINE RESPONSES:

CASEL prescribes indicators that schools can focus on to improve SEL competencies schoolwide. In baseline, teachers were asked to select which indicators they planned to focus on this year. They could select all indicators that applied. Overall, 131 teachers responded to this question. Nearly three-quarters of teachers (72%) indicated that they would focus on (1) SEL Integrated with Academic Instruction and (2) a Supportive Classroom and School Climate. See Table 1 for a breakdown of the number and percentage of teachers who indicated they would focus on each SEL Indicator.

***Table 1.*** *CASEL Indicators Teachers Planned to Focus on This Year*

| CASEL INDICATOR | MENTIONS # (%) |
|---|---|
| 1. SEL Integrated with Academic Instruction | 95 (72%) |
| 2. Supportive Classroom and School Climate | 95 (72%) |
| 3. Explicit SEL Instruction | 89 (67%) |
| 4. Youth Voice and Engagement | 51 (39%) |
| 5. Authentic Family Partnerships | 30 (23%) |
| 6. Focus on Adult SEL | 29 (22%) |
| 7. A Continuum of Integrated Supports | 21 (16%) |
| 8. Systems for Continuous Improvement | 20 (15%) |
| 9. Aligned Community Partnerships | 3 (2%) |

# CASEL'S SEL INDICATORS

## END-OF-YEAR RESPONSES:

At the end of the year, teachers were asked to select which of CASEL's prescribed indicators they focused on this year. They could select all indicators that applied. Overall, 51 teachers responded to this question. Nearly three-quarters of teachers (71%) indicated that they focused on Explicit SEL Instruction. Additionally, over two-thirds of teachers (69%) indicated that they focused on a Supportive Classroom and School Climate. See Table 2 for a breakdown of the number and percentage of teachers who indicated they focused on each SEL Indicator.

***Table 2.*** *CASEL Indicators Teachers Focused on This Year*

| CASEL INDICATOR | MENTIONS # (%) |
|---|---|
| 1. Explicit SEL Instruction | 37 (71%) |
| 2. Supportive Classroom and School Climate | 36 (69%) |
| 3. SEL Integrated with Academic Instruction | 35 (67%) |
| 4. Youth Voice and Engagement | 20 (38%) |
| 5. Focus on Adult SEL | 17 (33%) |
| 6. A Continuum of Integrated Supports | 9 (17%) |
| 7. Authentic Family Partnerships | 8 (15%) |
| 8. Systems for Continuous Improvement | 6 (12%) |
| 9. Aligned Community Partnerships | 2 (4%) |

# WHAT SEL STRATEGIES HAVE YOU USED TO SUPPORT YOUR OWN WELL-BEING THIS PAST YEAR?

## BASELINE RESPONSES:

At baseline, a total of 127 teachers indicated which SEL strategies they have used in the past year to support their own well-being. These responses were thematically analyzed, resulting in a total of 614 mentions across six themes. See Table 3 for a list of SEL strategies mentioned.

***Table 3.*** *Teachers' Baseline Responses Regarding The SEL Strategies They Use to Support Their Own Well-Being*

| THEME | SUB- THEME | MENTIONS # (%) | EXAMPLES |
|---|---|---|---|
| 1. Breaks. Relaxation, and Mindfulness Practices (n = 182; 30%) | a. Mindfulness Practices | 126 (21%) | • Yoga<br>• Meditation<br>• Breathing exercises<br>• Nature walks<br>• Relaxing<br>• Fun activities |
| | b. Being in Nature | 21 (3%) | |
| | c. Taking Breaks | 20 (3%) | |
| | d. Relaxing and Engaging in Leisurely Activities | 15 (2%) | |
| 2. Physical Self-Care (n = 118; 19%) | a. Exercising and Taking Walks | 101 (16%) | • Working out<br>• Walking<br>• Eating healthy<br>• Sleeping |
| | b. Eating Healthy and Getting Enough Sleep | 10 (2%) | |
| | c. Attending Medical Appointments | 5 (1%) | |
| | d. General Physical Self-Care | 2 (<1%) | |
| 3. Psychological and Emotional Self-Care (n = 100; 16%) | a. Emotional Awareness and Regulation | 42 (7%) | • Focusing on how one is feeling<br>• Setting boundaries<br>• Seeking mental health support<br>• Being kind to oneself<br>• Spirituality |
| | b. Self-Care, Self-Kindness, and Taking Time for Self | 26 (4%) | |
| | c. Other Self-Care Activities | 12 (2%) | |
| | d. Setting Boundaries | 10 (2%) | |
| | e. Seeking Mental Health Support | 10 (2%) | |
| 4. Engaging in SEL-Related Activities at Work (n = 80; 13%) | a. Connecting with and Getting Support From Co-workers | 44 (2%) | • Building relationships with students<br>• Seeking support from co-workers<br>• SEL-based workshops |
| | b. Maintaining Work/Life Balance | 16 (3%) | |
| | c. Implementing SEL in the Classroom | 13 (2%) | |
| | d. Professional Development Activities | 7 (1%) | |
| 5. Spending Time with Others (n = 73; 12%) | a. Engaging in Social Activities | 32 (5%) | • Book clubs<br>• Spending time with loved ones<br>• Hanging out with friends |
| | b. Spending Time with Family | 21 (3%) | |
| | c. Spending Time with Friends | 20 (3%) | |
| 6. Reading, Listening to Music/Podcasts, and Personal Development (n = 57; 9%) | a. Reading | 24 (4%) | • Reading books<br>• Listening to music<br>• Listening to podcasts |
| | b. Personal Development | 19 (3%) | |
| | c. Listening to Music/Podcasts | 14 (2%) | |
| Total = 614 Mentions* | | | |

*Four respondents indicated that they do not engage in personal SEL

# WHAT SEL STRATEGIES HAVE YOU USED TO SUPPORT YOUR OWN WELL-BEING THIS PAST YEAR?

## END-OF-YEAR RESPONSES:

At the end of the year, a total of 50 teachers indicated which SEL strategies they have used in the past year to support their own well-being. These responses were thematically analyzed, resulting in a total of 211 mentions across themes. See Table 4 for a list of SEL strategies mentioned.

***Table 4.*** *Teachers' End-of-Year Responses Regarding The SEL Strategies They Use to Support Their Own Well-Being*

| THEME | SUB- THEME | MENTIONS # (%) | EXAMPLES |
|---|---|---|---|
| 1. Breaks. Relaxation, and Mindfulness Practices (n = 60; 28%) | a. Mindfulness Practices | 41 (19%) | • Yoga<br>• Meditation<br>• Breathing exercises<br>• Nature walks<br>• Relaxing<br>• Fun activities |
| | b. Being in Nature | 10 (5%) | |
| | c. Relaxing and Engaging in Leisurely Activities | 6 (3%) | |
| | d. Taking Breaks | 3 (1%) | |
| 2. Physical Self-Care (n = 55; 26%) | a. Exercising and Taking Walks | 37 (18%) | • Working out<br>• Walking<br>• Eating healthy<br>• Sleeping |
| | b. Eating Healthy and Getting Enough Sleep | 9 (4%) | |
| | c. Attending Medical Appointments | 5 (2%) | |
| | d. General Physical Self-Care | 4 (2%) | |
| 3. Psychological and Emotional Self-Care (n = 32; 15%) | a. Self-Care, Self-Kindness, and Taking Time for Self | 12 (6%) | • Focusing on how one is feeling<br>• Setting boundaries<br>• Seeking mental health support<br>• Being kind to oneself |
| | b. Emotional Awareness and Regulation | 7 (3%) | |
| | c. Setting Boundaries | 5 (2%) | |
| | d. Seeking Mental Health Support | 4 (2%) | |
| | e. Other Self-Care Activities | 4 (2%) | |
| 4. Engaging in SEL-Related Activities at Work (n = 30; 14%) | a. Connecting with and Getting Support From Co-workers | 19 (9%) | • Building relationships with students<br>• Seeking support from co-workers<br>• SEL-based workshops |
| | b. Maintaining Work/Life Balance | 5 (2%) | |
| | c. Implementing SEL in the Classroom | 5 (2%) | |
| | d. Professional Development Activities | 1 (1%) | |
| 5. Spending Time with Others (n = 24; 11%) | a. Engaging in Social Activities | 12 (6%) | • Book clubs<br>• Spending time with loved ones<br>• Hanging out with friends |
| | b. Spending Time with Family | 6 (3%) | |
| | c. Spending Time with Friends | 6 (3%) | |
| 6. Reading, Listening to Music/Podcasts, and Personal Development (n = 10; 5%) | a. Reading | 7 (3%) | • Reading books<br>• Listening to music<br>• Listening to podcasts |
| | b. Listening to Music/Podcasts | 2 (1%) | |
| | c. Personal Development | 1 (1%) | |
| Total = 211 Mentions | | | |

# WHAT SEL STRATEGIES HAVE YOU USED TO SUPPORT STUDENT SEL IN PREVIOUS YEARS?

## BASELINE RESPONSES:

At baseline, a total of 124 teachers indicated which SEL strategies they have used in the past year to support student SEL. These responses were thematically analyzed, resulting in a total of 1,075 mentions across themes. See Table 5 for a list of SEL strategies mentioned.

***Table 5.*** *Teachers' Baseline Responses Regarding the Strategies They've Used to Support Student SEL*

| THEME | SUB- THEME | MENTIONS # (%) | EXAMPLES |
|---|---|---|---|
| 1. Programs and Activities to Support Student Well-Being (n = 430; 40%) | a. SEL-Based Programs | 229 (21%) | • Second Step<br>• MindUp<br>• Meditation<br>• Breathing exercises<br>• SEL read alouds<br>• Nature walks<br>• Physical Activity |
| | b. Mindfulness Activities | 113 (11%) | |
| | c. Using Stories, Play, and Role Play | 35 (3%) | |
| | d. SEL Embedded in Everything They Do | 23 (2%) | |
| | e. Outdoor Activities | 12 (1%) | |
| | f. Physical Activity | 11 (1%) | |
| | g. Indigenous-Based Programs or Activities | 7 (1%) | |
| 2. Explicit Lessons on Personal SEL Development (n = 228; 21%) | a. Talking About Emotions and Feelings | 54 (5%) | • Identifying emotions<br>• Demonstrating empathy for others<br>• Regulating one's behaviours<br>• Setting goals<br>• Peacefully solving problems<br>• Class discussions about SEL |
| | b. How to Get Along with and Care for Others | 45 (4%) | |
| | c. Coping Skills and Self-Care | 39 (4%) | |
| | d. Self-Regulation, Goal-Setting, and Problem-Solving | 38 (4%) | |
| | e. Brain Functions and Learning | 23 (2%) | |
| | f. Teacher Modelling or Sharing Personal Experiences About SEL | 17 (2%) | |
| | g. Class Conversations about SEL | 12 (1%) | |
| 3. Building Community and Relationships (n = 223; 21%) | a. Building Classroom and Schoolwide Community | 115 (11%) | • Creating shared values in school<br>• Connecting with students |
| | b. Building Relationships with Students and Their Families | 108 (10%) | |
| 4. Modifying Classroom Environment to Support Student Well-Being (n = 118; 11%) | a. Student Access to SEL Tools and Resources | 41 (4%) | • Flexible seating<br>• SEL books<br>• Fidgets<br>• Calming spaces<br>• Music |
| | b. Quiet Time and Breaks for Students | 39 (4%) | |
| | c. Creating a More Comfortable Physical Space | 38 (4%) | |
| 5. Beginning/End of Day/Week Rituals (n = 76; 7%) | a. Start/End of Day Activity | 62 (6%) | • Daily greetings<br>• Morning check-ins<br>• Soft starts |
| | b. Soft Starts | 14 (1%) | |
| Total = 1,075 Mentions | | | |

# WHAT SEL STRATEGIES HAVE YOU USED TO SUPPORT STUDENT SEL IN PREVIOUS YEARS?

## END-OF-YEAR RESPONSES:

At the end of the year, a total of 50 teachers indicated which SEL strategies they have used in the past year to support student SEL. These responses were thematically analyzed, resulting in a total of 288 mentions across themes. See Table 6 for a list of SEL strategies mentioned.

***Table 6.*** *Teachers' End-of-Year Responses Regarding the Strategies They've Used to Support Student SEL*

| THEME | SUB- THEME | MENTIONS # (%) | EXAMPLES |
|---|---|---|---|
| 1. Programs and Activities to Support Student Well-Being (n = 131; 45%) | a. SEL-Based Programs | 59 (20%) | • Second Step<br>• MindUp<br>• Meditation<br>• Breathing exercises<br>• SEL read alouds<br>• Nature walks<br>• Physical Activity |
| | b. Breathing, Calming Activities, and Mindfulness-Based Exercises | 33 (11%) | |
| | c. Using Stories, Play, and Role Play | 23 (8%) | |
| | d. SEL Embedded in Everything They Do | 6 (2%) | |
| | e. Outdoor Activities | 6 (2%) | |
| | f. Physical Activity | 4 (1%) | |
| 2. Explicit Lessons on Personal SEL Development (n = 50; 17%) | a. Talking About Emotions and Feelings | 15 (5%) | • Identifying emotions<br>• Demonstrating empathy for others<br>• Regulating one's behaviours<br>• Setting goals<br>• Peacefully solving problems |
| | b. How to Get Along with and Care for Others | 12 (4%) | |
| | c. Growth Mindset and Goal-Setting | 8 (3%) | |
| | d. Conflict Resolution and Problem-Solving | 6 (2%) | |
| | e. Self-Regulation | 6 (2%) | |
| | f. Self-Compassion, Gratitude, and Brain Health | 3 (1%) | |
| 3. Building Welcoming Community and Relationships (n = 42; 15%) | a. Class Meetings and Talking Circles | 19 (7%) | • Creating shared values in school<br>• Connecting with students<br>• Enhancing student voice<br>• Promoting student diversity |
| | b. Promoting and Strengthening Student Voice, Identity, and Diversity | 13 (5%) | |
| | c. Building Relationships with Students and Their Families | 7 (2%) | |
| | d. Building School Community and Shared Values | 3 (1%) | |
| 4. Beginning/End of Day/Week Rituals (n = 28; 10%) | a. Morning Check-Ins and Daily Greetings | 19 (7%) | • Daily greetings<br>• Morning check-ins<br>• Soft starts |
| | b. Soft Starts and Fun Fridays | 9 (3%) | |
| 5. Modifying Classroom Environment and Student Supports (n = 26; 9%) | a. Creating a More Comfortable Physical Space | 13 (5%) | • Flexible seating<br>• SEL books<br>• Fidgets<br>• Calming spaces<br>• Music |
| | b. Quiet Time and Breaks | 5 (2%) | |
| | c. Tailoring Teaching Methods and Supports Based on Individual and Diverse Needs | 5 (2%) | |
| | d. Allocating More Time for Creative Outlets | 3 (1%) | |
| 6. Opportunities for Student Leadership and Self-Reflection (n = 11; 4%) | a. Self Reflection and Personal Check-Ins | 4 (1%) | • Personal check-ins<br>• Feelings journal<br>• Student lead initiatives |
| | b. Journalling | 4 (1%) | |
| | c. Student Leadership Opportunities | 3 (1%) | |
| Total = 288 Mentions | | | |

# WHAT IS SEL?

## BASELINE RESPONSES:

At baseline, a total of 125 teachers answered the question *In your understanding today, what is SEL?* These responses were thematically analyzed, resulting in a total of 1,065 mentions across three themes. Teachers most frequently mentioned that SEL leads to a greater awareness of one's own feelings, behaviours, and identities. See Table 7 for a breakdown of teachers' responses.

***Table 7.*** *Teachers' Baseline Understanding of SEL*

| THEME | SUB- THEME | MENTIONS # (%) | SAMPLE QUOTES |
|---|---|---|---|
| **1. Greater Awareness of One's Own Feelings, Behaviours, and Identities (n = 589; 55%)** | a. Emotional Understanding and Regulation | 217 (20%) | *"Teaching students about how their minds work, to become in tune with their emotions and learn self regulating strategies to be able to manage stress and anxiety but also create a growth mindset to develop their core competencies."* |
| | b. Decision-Making and Behaviour Regulation | 126 (12%) | |
| | c. Self-Awareness and Self-Acceptance | 114 (11%) | |
| | d. Nurturing One's Own Well-Being | 79 (7%) | |
| | e. Coping with Adversity and Stress | 53 (5%) | |
| **2. Fosters Healthy Relationships, Sense of Community, and Inclusive School Environment (n = 316; 30%)** | a. Building and Maintaining Healthy, Reciprocal Relationships with Students, Teachers, and Others | 152 (14%) | *"When we are strong in our social-emotional knowledge, we are better able to develop strong relationships with others. When we have strong relationships we are able to explore and learn and continue to grow."* |
| | b. Interpersonal Skill-Building | 72 (7%) | |
| | c. Community Building | 56 (5%) | |
| | d. Creating Welcoming and Inclusive Environment for all Students | 36 (3%) | |
| **3. Essential to Student Development and Success (n = 160; 15%)** | a. Holistic Approach to Education | 51 (5%) | *"SEL is taking a holistic approach to teaching and the understanding that learning/teaching is more than academics. Students bring a complex background to their daily lives and it is necessary for the teacher to support all aspects of the students..."* |
| | b. Incorporated into Teaching Practice as Valuable Component of Curriculum | 33 (3%) | |
| | c. Helps Students Become Productive and Contributing Members of Society | 24 (2%) | |
| | d. SEL is Social Emotional Learning | 16 (2%) | |
| | e. Supports Students' Productivity and Academic Success | 15 (1%) | |
| | f. SEL is an Ongoing and Ever-Developing Process | 11 (1%) | |
| | g. SEL is Foundational to Learning | 10 (1%) | |
| **Total = 1,065 Mentions** | | | |

# WHAT IS SEL?

## END-OF-YEAR RESPONSES:

At the end of the year, a total of 47 teachers answered the question *In your understanding today, what is SEL?* These responses were thematically analyzed, resulting in a total of 219 mentions across three themes. Once again, teachers most frequently mentioned that SEL leads to a greater awareness of one's own feelings, behaviours, and identities. See Table 8 for a breakdown of teachers' responses.

***Table 8.*** *Teachers' End-of-Year Understanding of SEL*

| THEME | SUB- THEME | MENTIONS # (%) | SAMPLE QUOTES |
|---|---|---|---|
| **1. Greater Awareness of One's Own Feelings, Behaviours, and Identities (n = 116; 53%)** | a. Emotional Understanding and Regulation | 53 (24%) | *"A way for students to understand their emotions and how to self-regulate, be resilient, and understand themselves more fully. Helping model for students (and supporting them) to have more self-control and self-awareness as they grow and develop..."* |
| | b. Self-Awareness and Self-Regulation | 30 (14%) | |
| | c. Nurturing One's Own Well-Being | 13 (6%) | |
| | d. Skills to Cope with New Challenges and Experiences | 9 (4%) | |
| | e. Goal-Setting and Growth Mindset | 6 (3%) | |
| | f. Responsible Decision-Making and Problem-Solving | 5 (2%) | |
| **2. Essential to Student Development and Success (n = 53; 24%)** | a. SEL is Foundational to Learning | 17 (8%) | *"Social and emotional learning is the foundational learning that all adults and children must have in order to ensure academic and social success."* |
| | b. Contributes to Academic Success | 13 (6%) | |
| | c. SEL is Social Emotional Learning and Skills | 11 (5%) | |
| | d. Holistic Approach to Education | 7 (3%) | |
| | e. SEL is an Ongoing and Ever-Developing Process | 5 (2%) | |
| **3. Fosters Healthy Relationships, Sense of Community, and Inclusive School Environment (n = 50; 23%)** | a. Developing Social Awareness, Empathy, and Compassion for Others | 22 (10%) | *"It is understanding what empathy is and how it is tied into making the right choices in life's many interactions with others. This, then, leads to positive relationship building..."* |
| | b. Developing and Maintaining Positive and Healthy Relationships | 21 (10%) | |
| | c. Creating Welcoming and Inclusive Environment for All Students | 7 (3%) | |
| **Total = 219 Mentions** | | | |

## RESOURCES AND SUPPORTS THAT HAVE BEEN HELPFUL FOR SEL IMPLEMENTATION

At the end of the year, teachers were asked to describe which SEL Lead Initiative resources and support were helpful for SEL implementation in their classroom or school. There were 40 teachers who responded to this question, resulting in a total of 91 mentions across five themes. Teachers most frequently mentioned that discussions with and support from their colleagues were helpful in their implementation of SEL. See Table 9 for a breakdown of resources and supports mentioned.

***Table 9.*** *Resources and Supports that were Helpful to Teachers' Implementation of SEL*

| THEME | SUB- THEME | MENTIONS # (%) | SAMPLE QUOTES |
|---|---|---|---|
| **1. Discussions With and Support from Colleagues (n = 33; 36%)** | a. SEL Lead and Advocate Support | 15 (16%) | *"Having the SEL lead come into my classroom. Having monthly SEL meetings and keeping consistency. Having someone supply resources and ideas."* |
| | b. In-Class Visits from SEL Lead | 8 (9%) | |
| | c. Connections, Discussions, and Collaborations with Colleagues | 7 (8%) | |
| | d. SEL Committee Meetings | 3 (3%) | |
| **2. Formal SEL Programs (n = 18; 20%)** | a. Second Step | 14 (15%) | *"Online Second Step program and training session."* |
| | b. MindUp and Zones of Regulation | 2 (2%) | |
| | c. CASEL Resources | 2 (2%) | |
| **3. SEL Activities, Books, Videos, and Websites (n = 17; 19%)** | a. SEL Books, Read Alouds, and Story Times | 8 (9%) | *"SEL monthly book for whole school"* |
| | b. SEL Educational Videos and Websites | 4 (4%) | |
| | c. Calming Activities and Spaces for Students and Staff | 4 (4%) | |
| | d. Lending Library | 1 (1%) | |
| **4. SEL Pro-D Opportunities (n = 13; 14%)** | a. SEL Workshops and Training Sessions | 8 (9%) | *"Lunch and Learn for Second Step"* |
| | b. Release Time, Planning, and Reflection | 3 (3%) | |
| | c. Book Club | 2 (2%) | |
| **5. Suggestions for Themes, Resources, and Activities from SEL Team (n = 7; 8%)** | a. Suggestions for SEL Activities | 3 (3%) | *"I liked having the monthly themes and sways sent out with ideas for implementation* |
| | b. SEL Monthly Themes | 2 (2%) | |
| | c. Book and Video Suggestions | 2 (2%) | |
| **Total = 91 Mentions*** | | | |

*Three respondents indicated that none of the resources were helpful this year, generally because they already used their own resources prior to the SEL Lead Initiative being implemented in their school

## RESOURCES AND SUPPORTS THAT COULD BE IMPROVED FOR SEL IMPLEMENTATION

At the end of the year, teachers were asked to describe which SEL Lead Initiative resources and support could be improved for SEL implementation in their classroom or school. There were 30 teachers who responded to this question, resulting in a total of 45 mentions across six themes. Teachers most frequently mentioned a desire for more time and dedicated space for planning, implementing, and collaborating on SEL-based lessons and activities. See Table 10 for a list of resources and supports mentioned.

***Table 10.*** *Resources and Supports that Could be Improved for SEL Implementation*

| THEME | SUB- THEME | MENTIONS # (%) | SAMPLE QUOTES |
|---|---|---|---|
| **1. More Time and Dedicated Space for Planning, Implementation, and Collaboration (n = 11; 24%)** | a. More Time for Planning and Implementation | 5 (11%) | *"School time for teachers and SEL lead to collaborate!"* |
| | b. Release Time for Collaboration with SEL Leads and Other Teachers | 5 (11%) | |
| | c. Quiet Space for Staff to Plan and Work | 1 (2%) | |
| **2. More Training and Guidance from SEL Team (n = 10; 22%)** | a. List of Resources on Various SEL Topics | 4 (9%) | *"Perhaps we could have seen how teachers use certain district-approved SEL resources within our SEL meetings."* |
| | b. More Communication and In-Service Training with SEL Team | 3 (7%) | |
| | c. Practical Lessons to Implement | 2 (4%) | |
| | d. Outdoor Education Leadership | 1 (2%) | |
| **3. None or Not Sure (n = 10; 22%)** | a. Satisfied with Level of Resources and Support | 7 (16%) | *"I think our school is doing great with this!"* |
| | b. Not sure | 3 (7%) | |
| **4. Continued or Increased Access to SEL Resources and Activities (n = 7; 16%)** | a. Schoolwide Yoga, Meditation, and Physical Fitness Programs | 3 (7%) | *"Schoolwide Physical Fitness Program."* |
| | b. Continued Access to Second Step | 1 (2%) | |
| | c. More Classroom Champion Events | 1 (2%) | |
| | d. More In-Class Mentorship Programs | 1 (2%) | |
| | e. More Explicitly Incorporating SEL i into Lessons | 1 (2%) | |
| **5. More Opportunities for Students, Staff, and Community Members to Connect (n = 4; 9%)** | a. More Group Activities for Staff | 2 (4%) | *"More opportunities for students to interact with other classes."* |
| | b. More Connection with Parents | 1 (2%) | |
| | c. More Opportunities for Students to Interact | 1 (2%) | |
| **6. Increased Access to Mental Well-Being Resources (n = 3; 7%)** | a. Increased Access to Counselling | 2 (2%) | *"More opportunities to take quiet time as a staff."* |
| | b. More Opportunities for Staff to Have Quiet Time | 1 (2%) | |
| **Total = 45 Mentions** | | | |

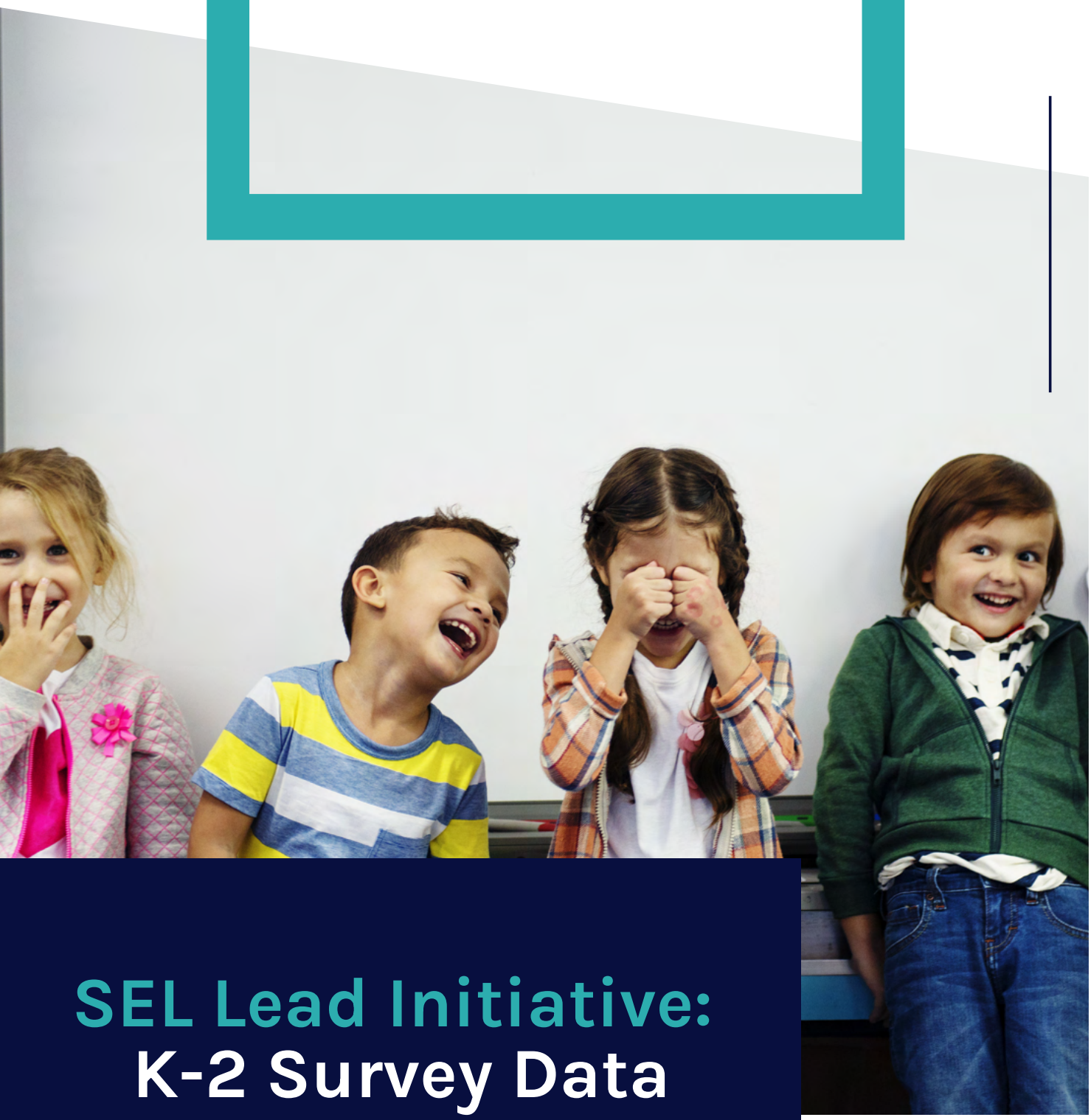
## IMPACT THAT PARTICIPATING IN THE SEL LEAD INITIATIVE HAD ON CLASSROOM AND SCHOOL

At the end of the year, teachers were asked to indicate the impact that participating in the SEL Lead Initiative had on their classroom and school. There were 48 teachers who responded to this question, resulting in a total of 143 mentions across four themes. Teachers most frequently mentioned the positive impacts that the initiative had for students, including a greater sense of connection, belonging, and support and an increased awareness of self and others. See Table 11 for a breakdown of teachers' responses.

***Table 11.*** *Impact of SEL Lead Initiative on Classroom and School*

| THEME | SUB- THEME | MENTIONS # (%) | SAMPLE QUOTES |
|---|---|---|---|
| **1. Positive Student Outcomes (n = 44; 31%)** | a. Greater Sense of Connection, Belonging, and Support | 17 (12%) | *"My students feel like they belong in my room and at [our school]. They know they have an adult they can count on and come to for help. They know they can be who they are and who they are is great!"* |
| | b. Increased Awareness of Self and Others | 12 (8%) | |
| | c. Increased Behaviour Management and Self Regulation | 6 (4%) | |
| | d. Better Conflict Resolution and Problem Solving | 5 (3%) | |
| | e. Academic Progress | 4 (3%) | |
| **2. Positive Staff Outcomes (n = 39; 27%)** | a. Sharing and Connecting with Other Staff | 21 (15%) | *"The initiative also provided space for me to connect with colleagues with a SEL focus and reflect on/encourage practice."* |
| | b. Personal and Professional Development | 14 (10%) | |
| | c. Benefits to Adult Well-Being | 4 (3%) | |
| **3. Made SEL a Priority in Schools (n = 37; 26%)** | a. Increased SEL Involvement Schoolwide | 16 (11%) | *"It has made SEL come to the forefront of my teaching and my interactions with staff and students."* |
| | b. Greater Focus on SEL in Classrooms | 11 (8%) | |
| | c. Brought More Awareness to SEL | 32 (5%) | |
| **4. SEL Lead Supported Teachers and Students (n = 37; 26%)** | a. SEL Lead and Team Were Helpful Resources | 17 (12%) | *"It was positive for sure. Having a lead teacher to help find resources, offer suggestions, find ways to connect the staff was all wonderful."* |
| | b. Teachers Benefitted From In-Class SEL Support | 4 (3%) | |
| | c. Desire to Continue Being on the SEL Committee | 2 (1%) | |
| **Total = 143 Mentions*** | | | |

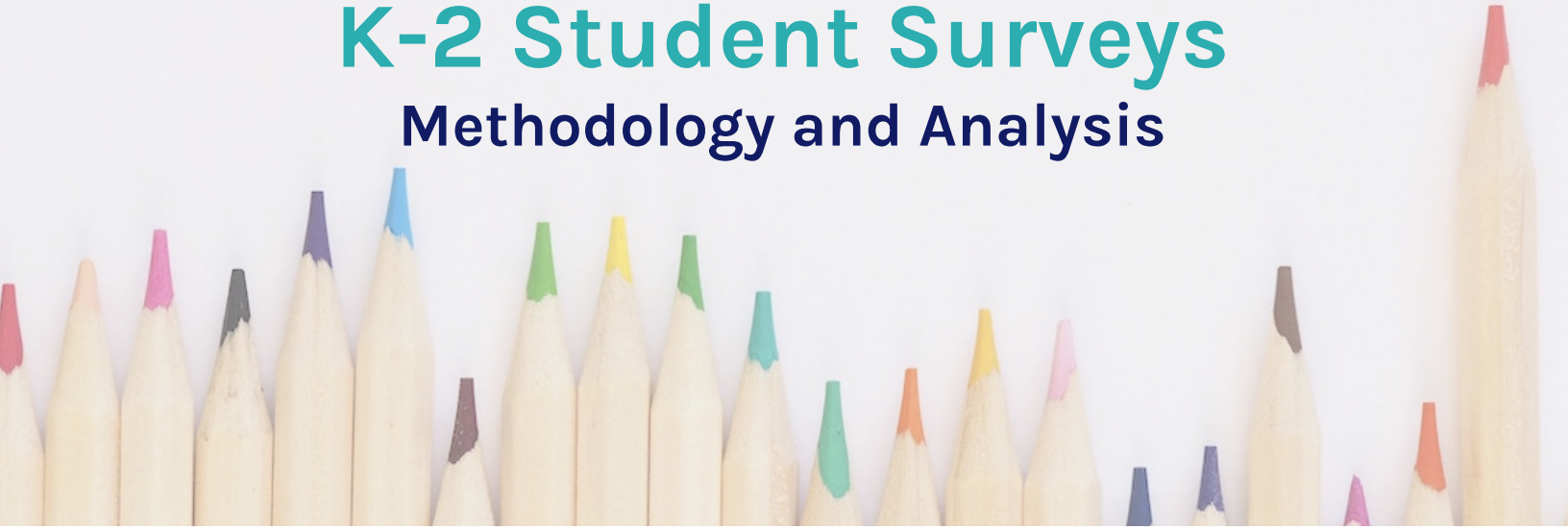
*Six respondents indicated that there were no noticeable impacts this year



# SEL Lead Initiative:
# K-2 Survey Data

# K-2 Student Surveys

## Methodology and Analysis



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

SEL Leads facilitated the administration of the surveys to K-2 students within their schools. SEL Leads first put out a call within their respective schools to determine which teachers were interested in having their students complete this survey. Teachers could either choose for their students to complete the survey online via Microsoft Forms or on a paper-based survey. SEL Leads provided interested teachers with the preferred survey materials.

The quantitative questions consisted of several statements for which students had to indicate how often they feel that they demonstrate certain SEL competencies or experience SEL outcomes (e.g., belongingness). They had 5 response options, including (1) None of the time; (2) A little bit of the time; (3) Sometimes; (4) Most of the time; and (5) All of the time. Quantitative data was calculated and represented as the percentage of students' responses that fell into each of the five response categories. Additionally, we calculated aggregate ratings to provide an overall indication of students' SEL in each of the six domains.

### BASELINE SURVEYS

Students completed the baseline surveys between February and March, 2022. Overall, 1,445 students from 29 schools completed the K-2 surveys. Most students were in Kindergarten, Grade 1, or Grade 2, but there were some Grade 3 students who completed this survey as well. Of all the responses across items, 0.83% were blank (i.e., students did not circle any responses) and 1.46% included multiple responses (i.e., students circled multiple responses and their final response was unclear).

### END-OF-YEAR SURVEYS

Students completed the end-of-year surveys in June, 2022. Overall, 991 students from 24 schools completed the K-2 surveys, 724 of whom completed the baseline surveys as well. Again, most students were in Kindergarten, Grade 1, or Grade 2, but there were some Grade 3 students who completed this survey as well. Of all the responses across items, 0.71% were blank and 0.59% included multiple responses.

# EMPATHY FOR OTHERS

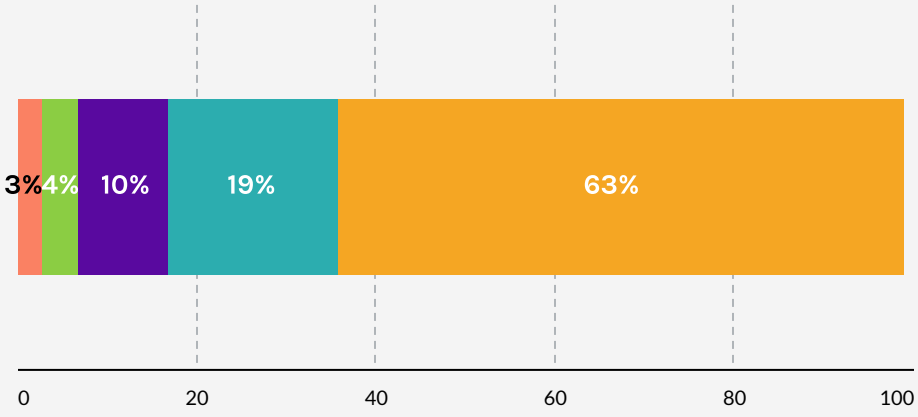
To assess K-2 students' Empathy for Others, students were asked to indicate how often they (1) care about how other people feel; and (2) show care for others when they get upset. There were five response options which ranged from *None of the Time* to *All of the Time*.

## BASELINE RESPONSES:

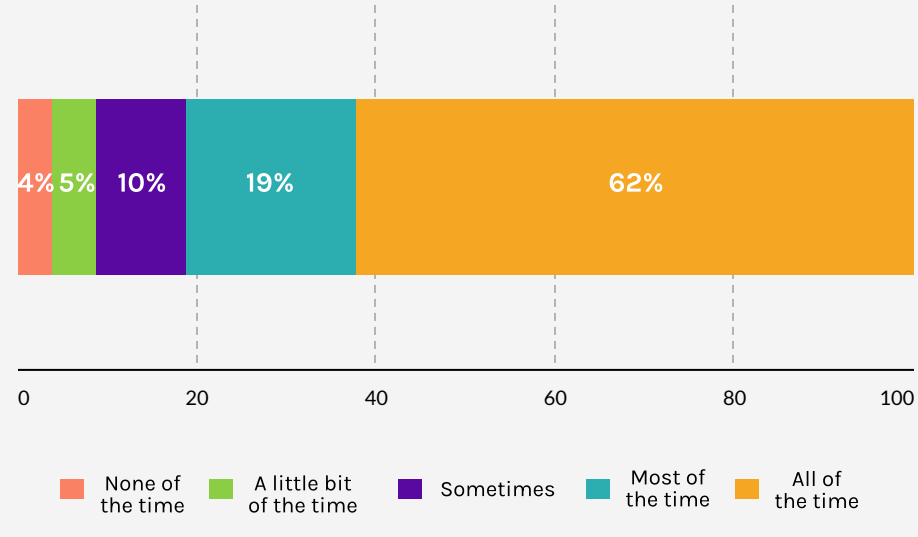
In February, there were over 1,400 K-2 students who responded to these questions. Students' responses were highly consistent across both items in this domain. On average across the two items, 82% of students indicated that they demonstrate empathy for others the majority of the time, with 19% indicating that they do so *most of the time* and 63% indicating that they do so *all of the time*. See Figure 27 for a breakdown of students' baseline ratings.

***Figure 27.*** *K-2 Students' Baseline Responses Regarding How Often They Demonstrate Empathy for Others*

**01. I care about how other people feel**




**02. I show care for others when they get upset**



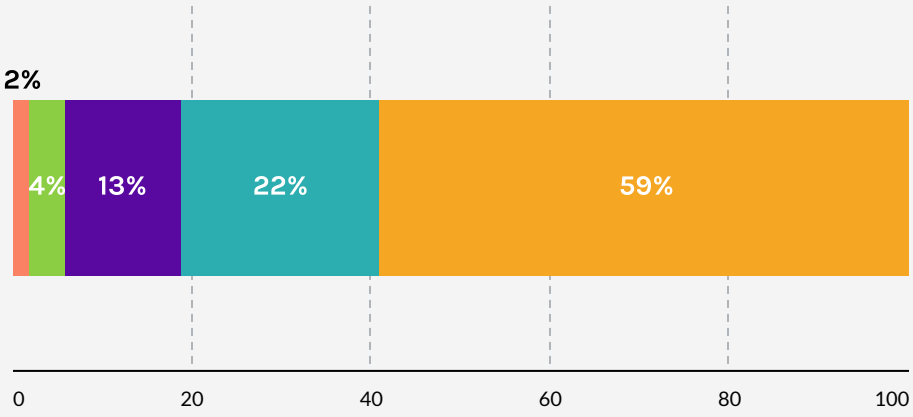
# EMPATHY FOR OTHERS

## END-OF-YEAR RESPONSES:

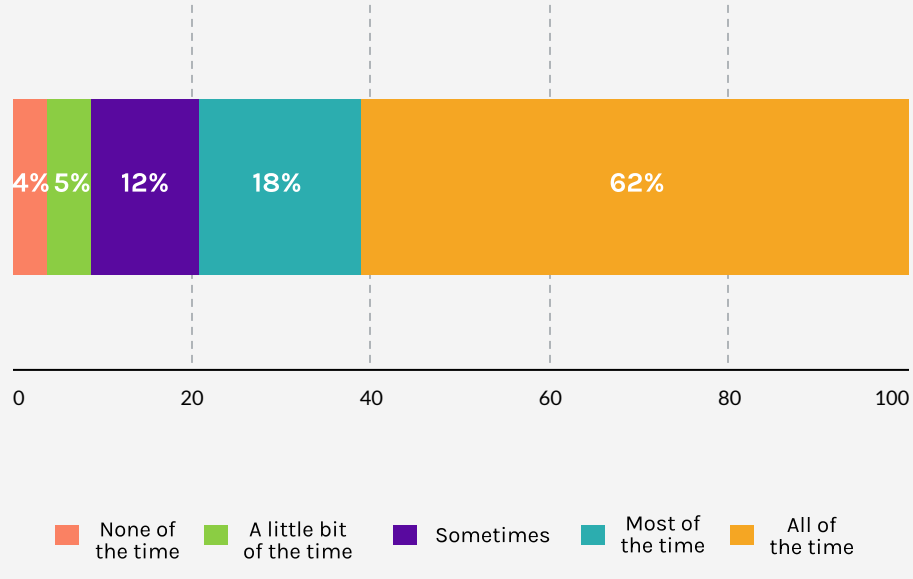
In June, there were 981 students who responded to these questions. Again, students' responses were highly consistent across both items in this domain. On average across the two items, 81% of students indicated that they demonstrate empathy for others the majority of the time, with 20% indicating that they do so most of the time and 61% indicating that they do so all of the time. See Figure 28 for a breakdown of students' ratings.

***Figure 28.*** *K-2 Students' End-of-Year Responses Regarding How Often They Demonstrate Empathy for Others*

**01. I care about how other people feel**




**02. I show care for others when they get upset**



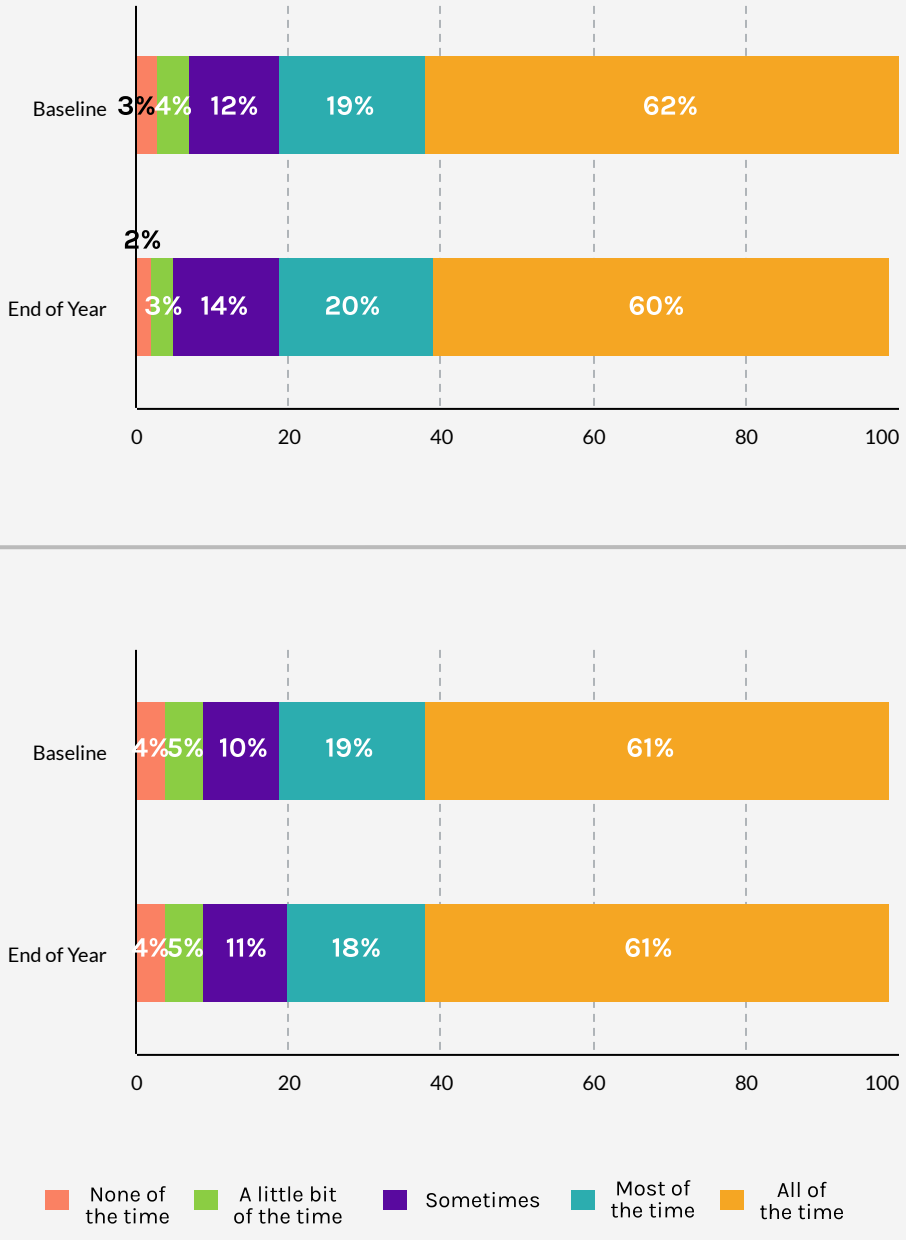
# EMPATHY FOR OTHERS

## CHANGES BETWEEN BASELINE AND END OF YEAR

There were over 700 K-2 students who responded to these questions in February and then again at the end of the year in June. At both baseline and the end of the year, approximately 8 in 10 students reported caring about how other people feel *most* or *all of the time*. Additionally, the percentage of students who reported showing care for others when they are upset *most* or *all of the time* decreased slightly from 80% to 79%. See Figure 29 for a breakdown of students' baseline and end-of-year ratings.

**01. I care about how other people feel**

***Figure 29.*** *Changes Across K-2 Students' Baseline and End-of-Year Responses Regarding How Often They Demonstrate Empathy for Others*




**02. I show care for others when they get upset**

# SELF-AWARENESS AND SELF-MANAGEMENT

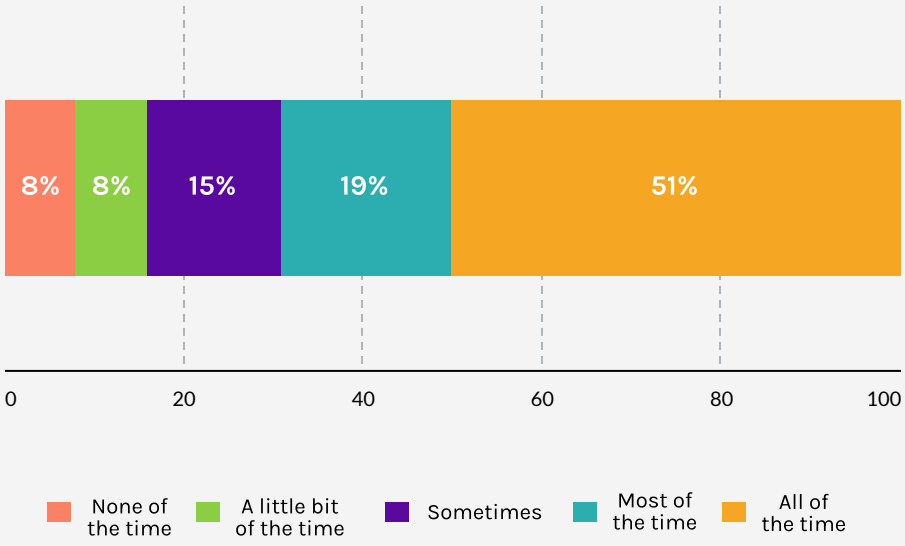
To assess K-2 students' Self-Awareness and Self-Management, students were asked to indicate how often they can name their feelings. There were five response options which ranged from *None of the Time* to *All of the Time*.

## BASELINE RESPONSES:

In February, 1,405 K-2 students responded to this question. Overall, 70% of students indicated that they can name their feelings *most of the time* (19%) or *all of the time* (51%). Additionally, 15% of students indicated that they can name their feelings *sometimes*. See Figure 30 for a breakdown of students' ratings.

### 01. I can name my feelings

***Figure 30.*** *K-2 Students' Baseline Responses Regarding How Often They Demonstrate Self-Awareness and Self-Management*



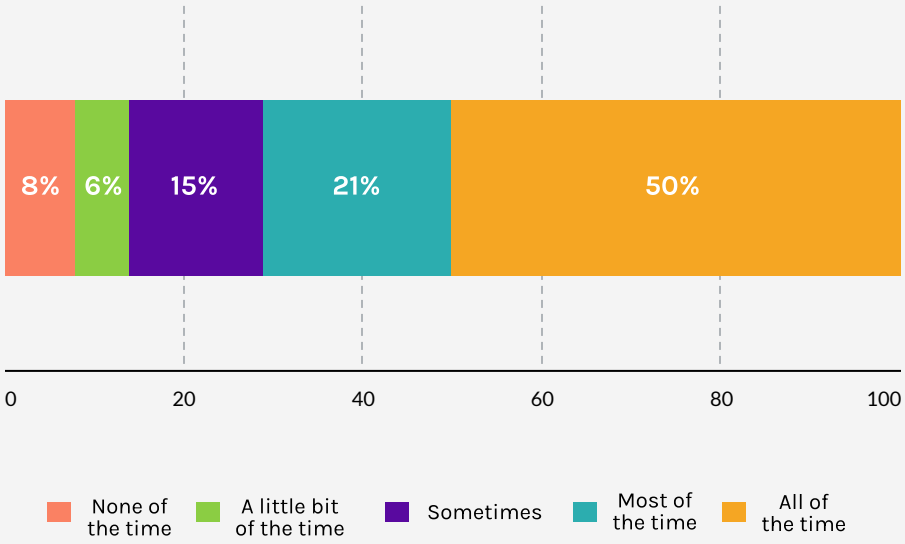
# SELF-AWARENESS AND SELF-MANAGEMENT

## END-OF-YEAR RESPONSES:

In June, there were 970 students who responded to this question. Overall, 71% of students indicated that they can name their feelings *most of the time* (21%) or *all of the time* (50%). Additionally, 15% of students indicated that they can name their feelings *sometimes*. See Figure 31 for a breakdown of students' ratings.

### 01. I can name my feelings

***Figure 31.*** *K-2 Students' End-of-Year Responses Regarding How Often They Demonstrate Self-Awareness and Self-Management*



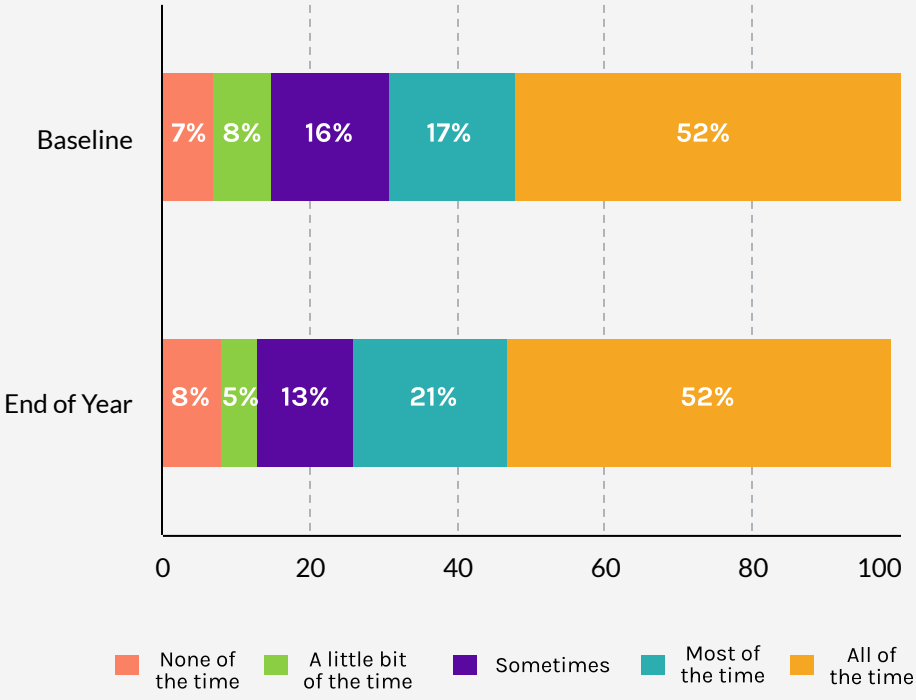
# SELF-AWARENESS AND SELF-MANAGEMENT

## CHANGES BETWEEN BASELINE AND END OF YEAR

There were roughly 710 K-2 students who responded to this question in February and then again at the end of the year in June. The percentage of students who reported that they can name their feelings *most* or *all of the time* increased from 69% to 73%. See Figure 32 for a breakdown of students' baseline and end-of-year ratings.

### 01. I can name my feelings

***Figure 32.*** *Changes Across K-2 Students' Baseline and End-of-Year Responses Regarding How Often They Demonstrate Self-Awareness and Self-Management*



# SENSE OF BELONGING AND CONNECTION TO ONE'S CLASSROOM AND SCHOOL

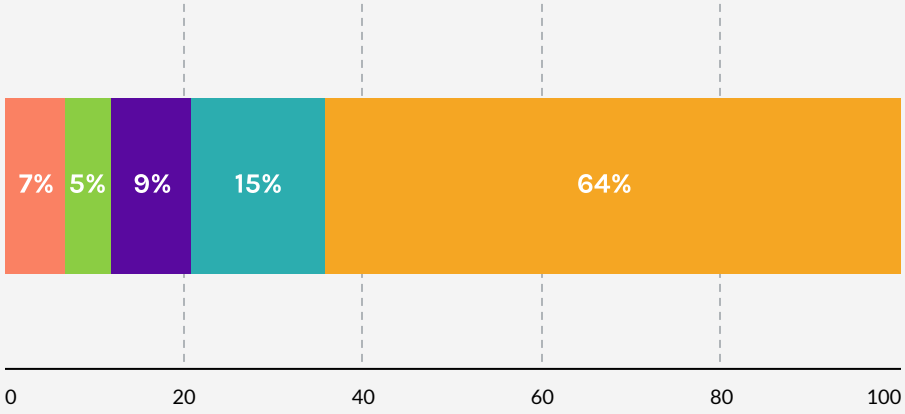
To assess K-2 students' Sense of Belonging and Connection to Their Classroom and School, students were asked to indicate how often (1) there is at least one adult at their school who really cares about them; and (2) they have a friend at their school who really cares about them. There were five response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

## BASELINE RESPONSES:

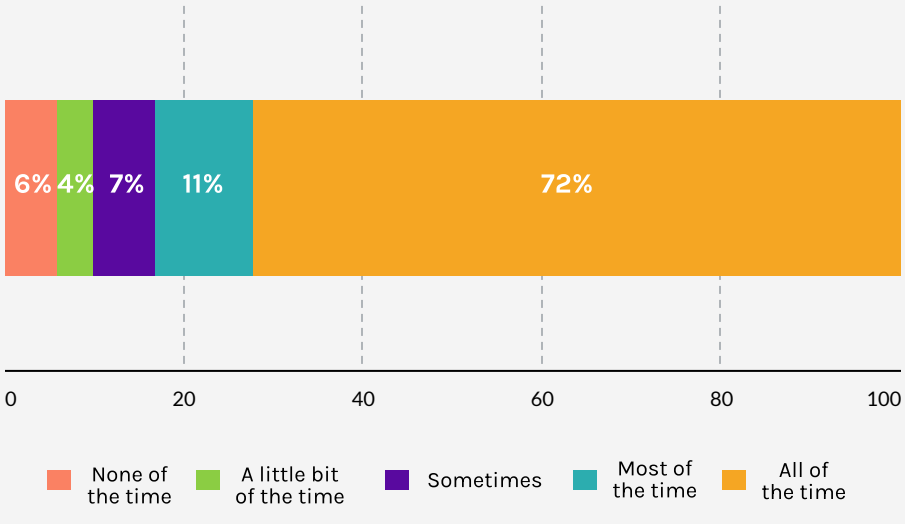
In February, there were over 1,400 K-2 students who responded to these questions. On average across the two items, 81% of students indicated that they felt a sense of belonging and connection to their classroom and school *most of the time* (13%) or *all of the time* (68%). A greater percentage of students indicated that they have a friend at school who really cares about them *all of the time* (72%) compared to the percentage of students who indicated there is at least one adult at school who really cares about them *all of the time* (64%). See Figure 33 for a breakdown of students' ratings.

***Figure 33.*** *K-2 Students' Baseline Responses Regarding How Often They Feel a Sense of Belonging and Connection*

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




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



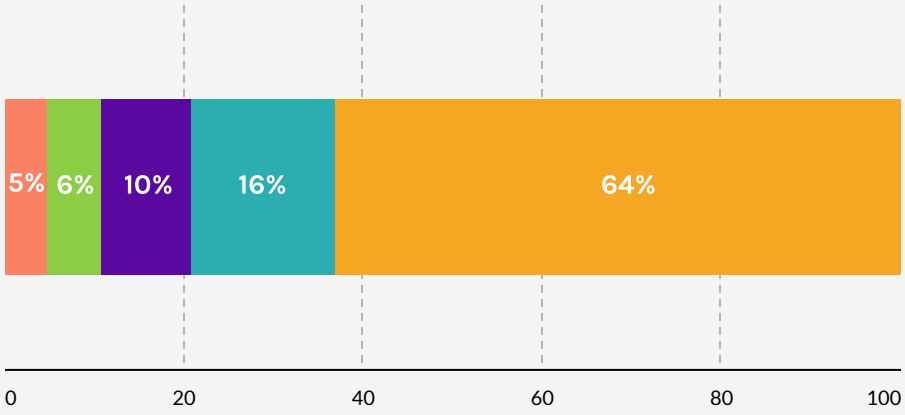
# SENSE OF BELONGING AND CONNECTION TO ONE'S CLASSROOM AND SCHOOL

## END-OF-YEAR RESPONSES:

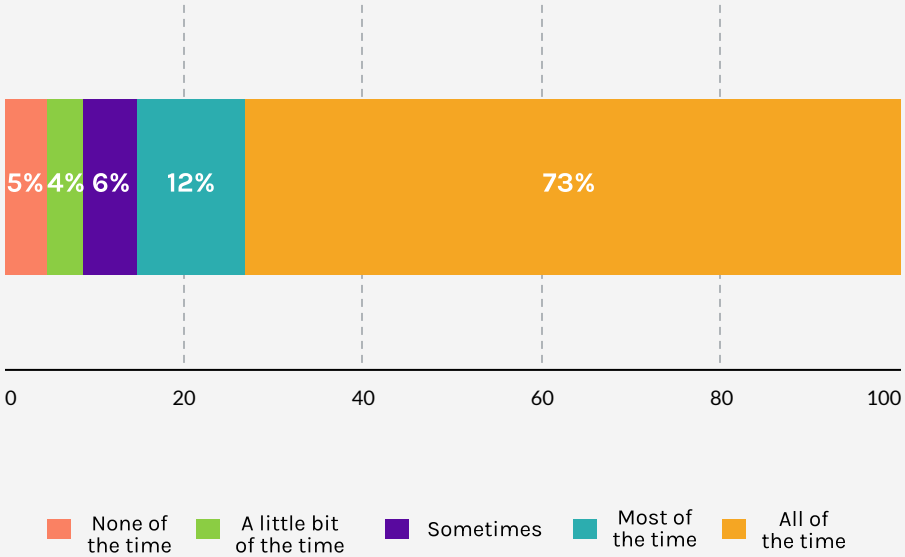
In June, there were over 970 students who responded to these questions. On average across the two items, 83% of students indicated that they felt a sense of belonging and connection to their classroom and school *most of the time* (14%) or *all of the time* (69%). As was the case with the baseline data, there was a higher percentage of students who indicated that they have a friend at school who really cares about them *all of the time* (73%) compared to the percentage of students who indicated there is at least one adult at school who really cares about them *all of the time* (64%). See Figure 34 for a breakdown of students' ratings.

***Figure 34.*** *K-2 Students' End-of-Year Responses Regarding How Often They Feel a Sense of Belonging and Connection*

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




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



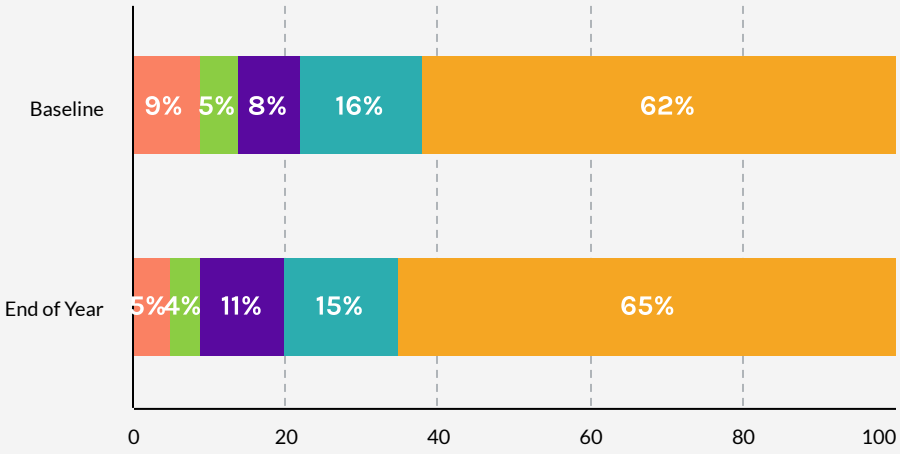
# SENSE OF BELONGING AND CONNECTION TO ONE'S CLASSROOM AND SCHOOL

## CHANGES BETWEEN BASELINE AND END OF YEAR

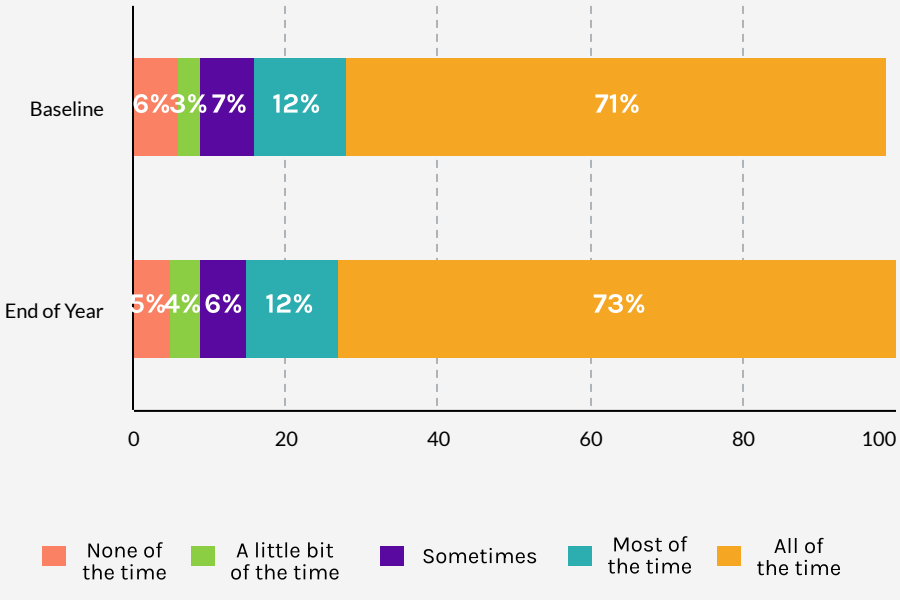
There were over 700 K-2 students who responded to these questions in February and then again in June. The percentage of students who reported that they feel there is at least one adult at school who really cares about them *all of the time* increased from 62% at baseline to 65% at the end of the year. Additionally, the percentage of students who reported feeling like they have a friend at school who really cares about them *most* or *all of the time* increased from 83% to 85%. See Figure 35 for a breakdown of students' baseline and end-of-year ratings.

***Figure 35.*** *Changes Across K-2 Students' Baseline and End-of-Year Responses Regarding How Often They Feel a Sense of Belonging and Connection*

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




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



# CRITICAL THINKING AND DECISION MAKING

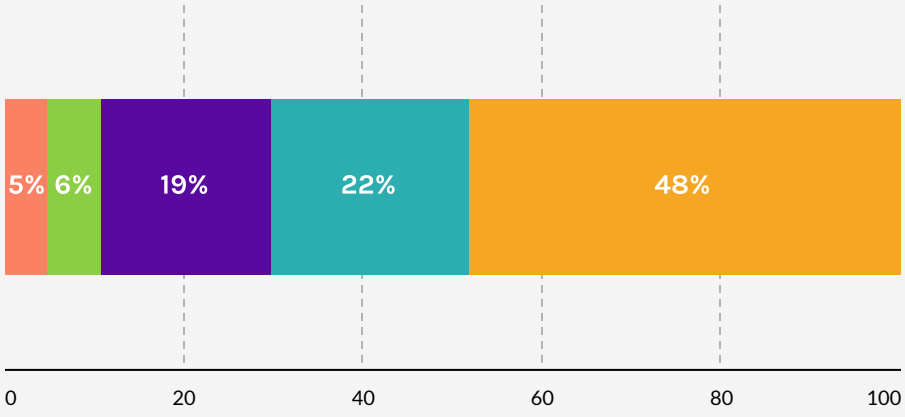
To assess K-2 students' Critical Thinking and Decision Making, students were asked to indicate how often they (1) know what's right and wrong; and (2) make good choices that do not get them into trouble. There were five response options which ranged from *None of the Time* to *All of the Time.*

## BASELINE RESPONSES:

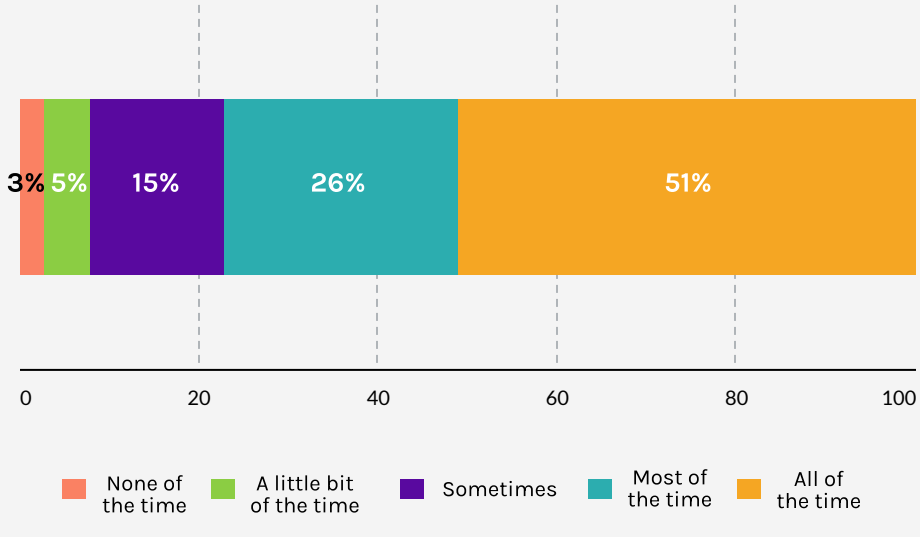
In February, there were approximately 1,400 K-2 students who responded to these questions. On average across the two items, 74% of students indicated that they demonstrate critical thinking and decision making *most of the time* (24%) or *all of the time* (50%). Additionally, students indicated that they make good choices that do not get them into trouble more often than they know what's right and wrong. See Figure 36 for a breakdown of students' ratings.

***Figure 36.*** *K-2 Students' Baseline Responses Regarding How Often They Demonstrate Critical Thinking and Decision Making*

**01. I know what's right and wrong**




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



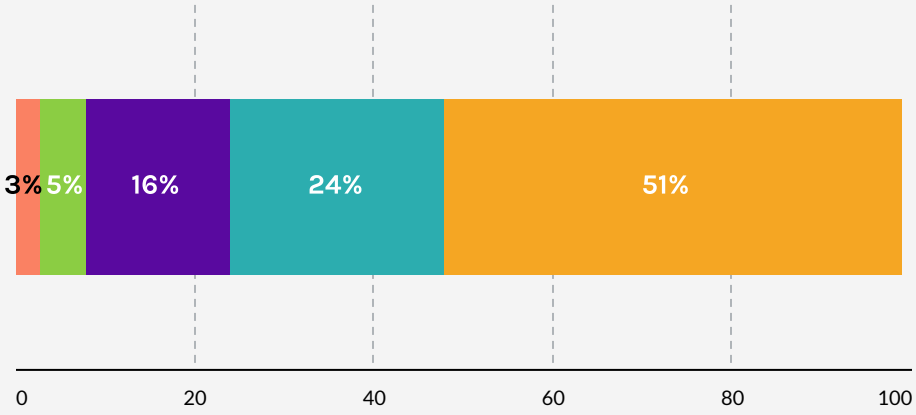
# CRITICAL THINKING AND DECISION MAKING

## END-OF-YEAR RESPONSES:

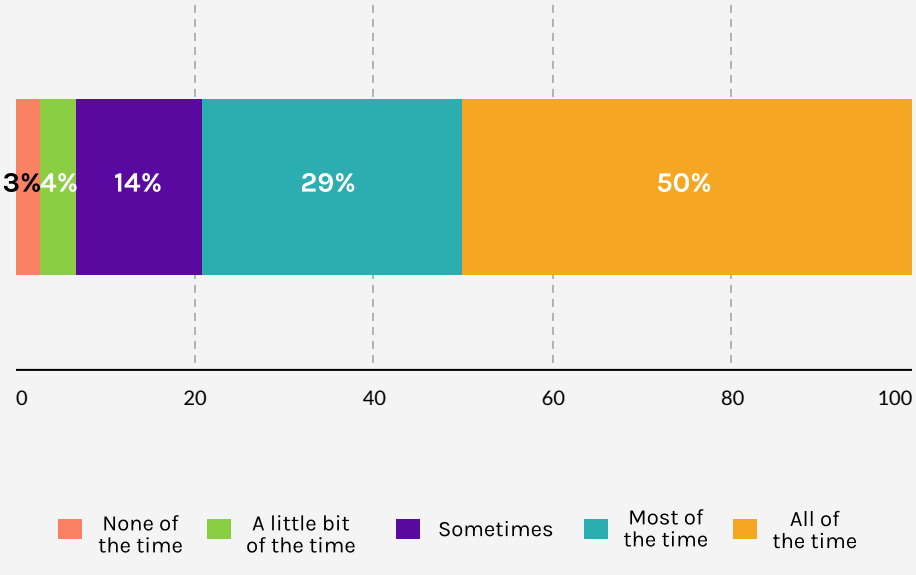
In June, there were over 970 students who responded to these questions. On average across the two items, 77% of students indicated that they demonstrate critical thinking and decision-making capacities *most of the time* (27%) or *all of the time* (51%). As was the case with the baseline data, there was a higher percentage of students who indicated that they make good choices that do not get them into trouble *most* or *all of the time* (79%) compared to the percentage of students who indicated they know what's right and wrong *most* or *all of the time* (75%). See Figure 37 for a breakdown of students' ratings.

***Figure 37.*** *K-2 Students' End-of-Year Responses Regarding How Often They Demonstrate Critical Thinking and Decision Making*

**01. I know what's right and wrong**




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



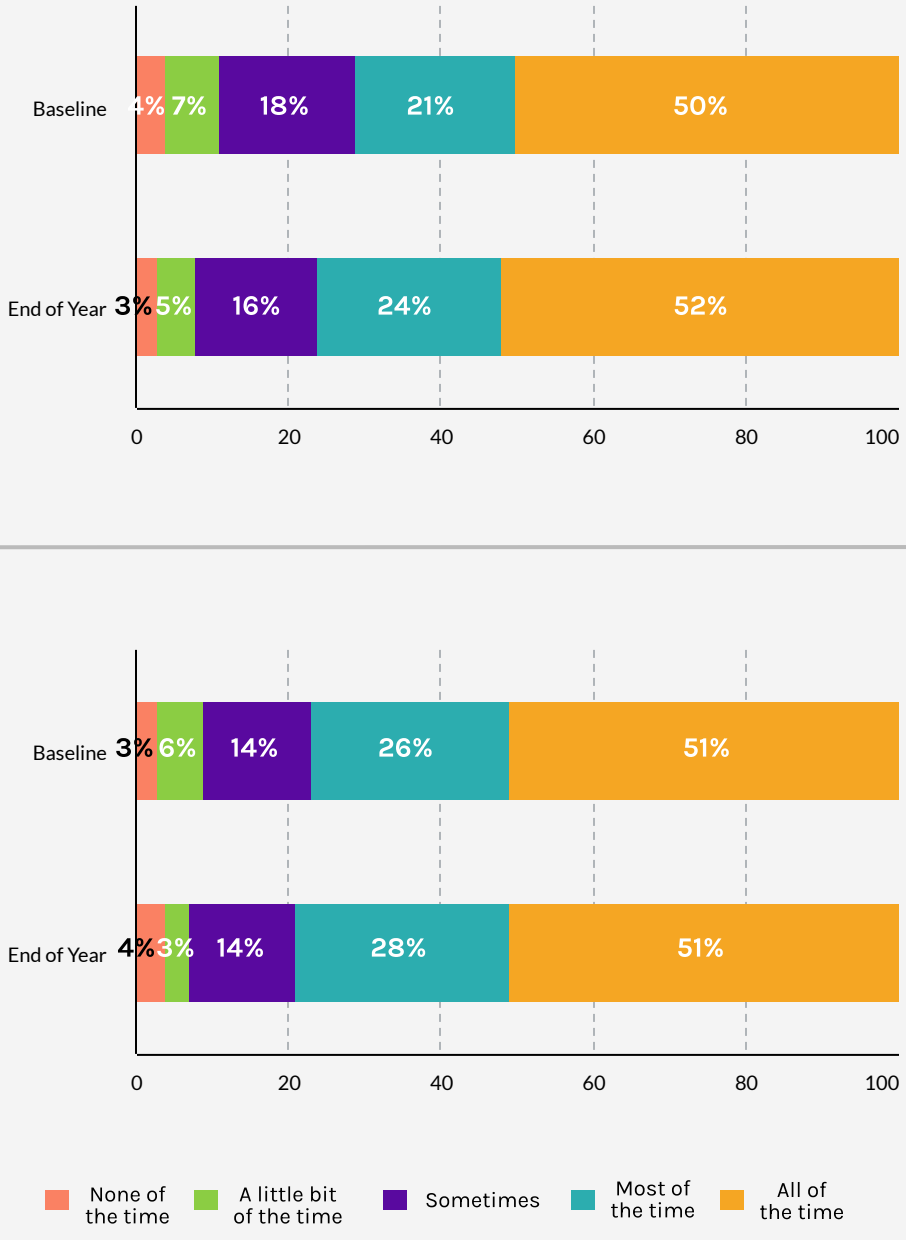
# CRITICAL THINKING AND DECISION MAKING

## CHANGES BETWEEN BASELINE AND END OF YEAR

There were over 700 K-2 students who responded to these questions in February and then again at the end of the year in June. The percentage of students who reported that they know what's right and wrong *most* or *all of the time* increased from 71% at baseline to 76% at the end of the year. Additionally, the percentage of students who reported that they make good choices that do not get them into trouble *most* or *all of the time* slightly increased from 77% to 79%. See Figure 38 for a breakdown of students' baseline and end-of-year ratings.

**01. I know what's right and wrong**

***Figure 38.*** *Changes Across K-2 Students' Baseline and End-of-Year Responses Regarding How Often They Demonstrate Critical Thinking and Decision Making*




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

# ABILITY TO DEVELOP AND MAINTAIN HEALTHY RELATIONSHIPS

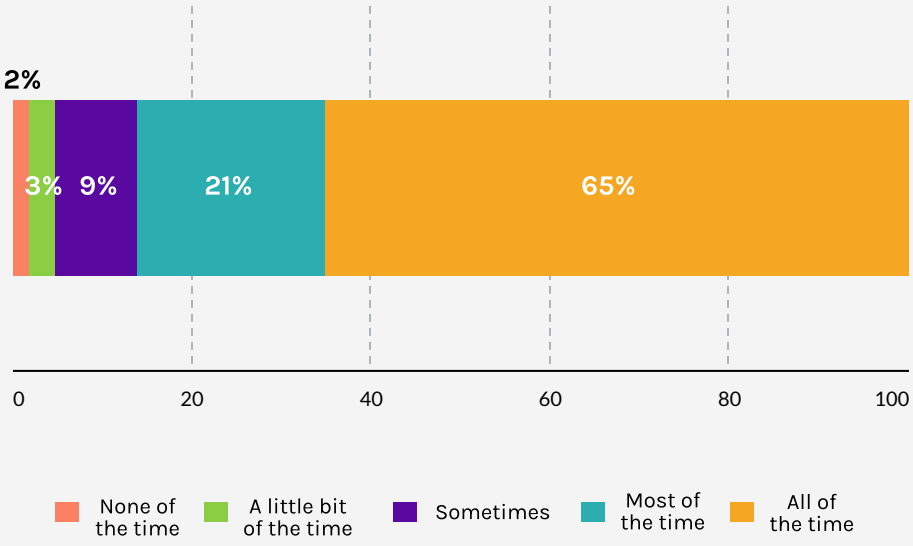
To assess K-2 students' ability to develop and maintain Healthy Relationships, students were asked to indicate how often they feel like they are a good friend to other people. There were five response options which ranged from *None of the Time* to *All of the Time*.

## BASELINE RESPONSES:

In February, there were 1,423 K-2 students who responded to this question. Nearly two-thirds of students (65%) indicated that they feel like they are a good friend to other people *all of the time*, while 21% of students felt this way *most of the time*. Furthermore, 9% of students indicated that they feel this way *sometimes*. See Figure 39 for a breakdown of students' ratings.

**01.** I feel like I am a good friend to other people

***Figure 39.*** *K-2 Students' Baseline Responses Regarding How Often They Demonstrate Healthy Relationships*



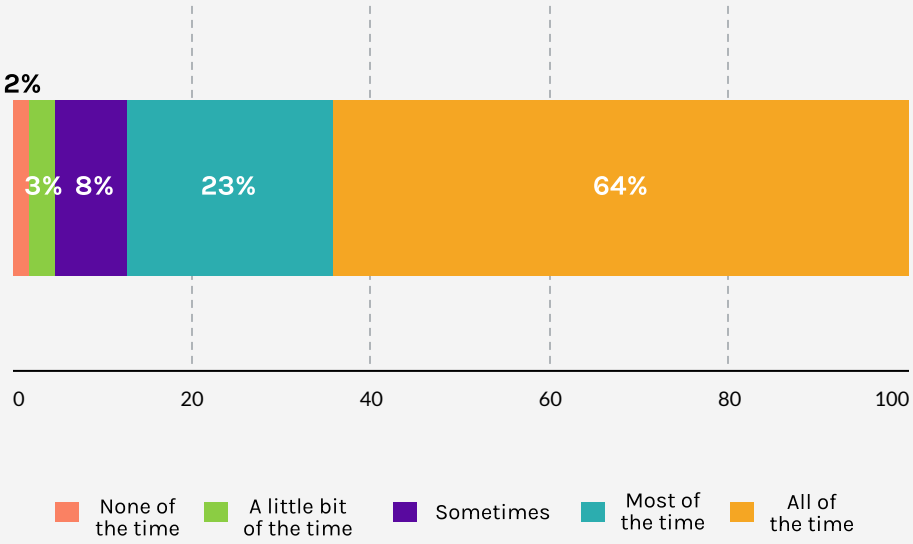
# ABILITY TO DEVELOP AND MAINTAIN HEALTHY RELATIONSHIPS

## END-OF-YEAR RESPONSES:

In June, there were 981 students who responded to this question. Overall, 64% of students indicated that they feel like they are a good friend to other people *all of the time*, while 23% of students felt this way *most of the time*. Furthermore, 8% of students indicated that they feel this way *sometimes*. See Figure 40 for a breakdown of students' ratings.

### 01. I feel like I am a good friend to other people

***Figure 40.*** *K-2 Students' End-of-Year Responses Regarding How Often They Demonstrate Healthy Relationships*



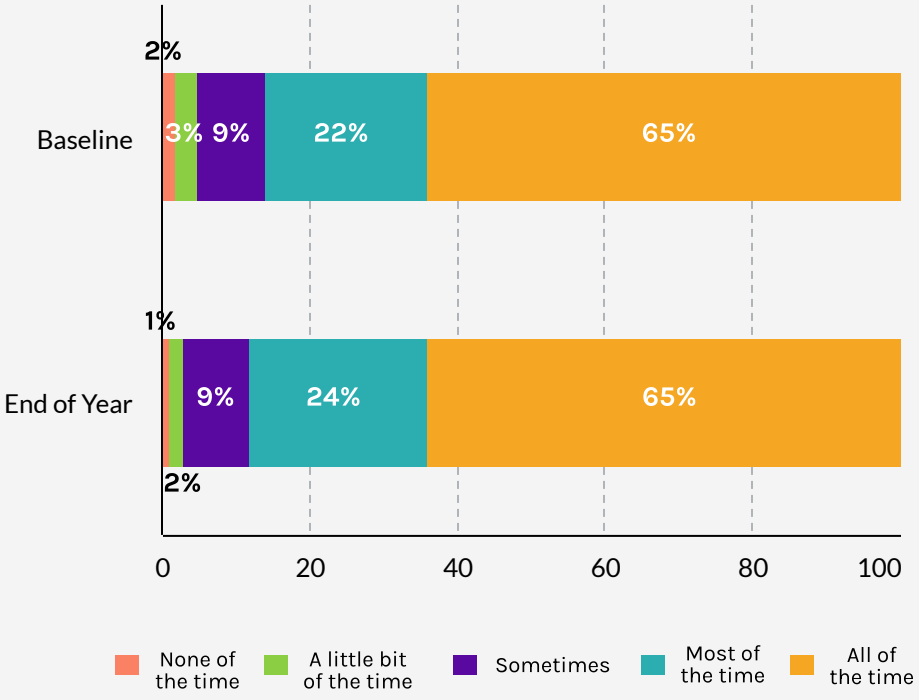
# ABILITY TO DEVELOP AND MAINTAIN HEALTHY RELATIONSHIPS

## CHANGES BETWEEN BASELINE AND END OF YEAR

There were roughly 710 K-2 students who responded to this question in February and then again at the end of the year in June. The percentage of students who reported that they feel like they are a good friend to other people *most* or *all of the time* increased slightly from 87% at baseline to 89% at the end of the year. See Figure 41 for a breakdown of students' baseline and end-of-year ratings.

### 01. I feel like I am a good friend to other people

***Figure 41.*** *Changes Across K-2 Students' Baseline and End-of-Year Responses Regarding How Often They Demonstrate Healthy Relationships*



# SCHOOL ENGAGEMENT AND ACHIEVEMENT OF ONE'S LEARNING GOALS

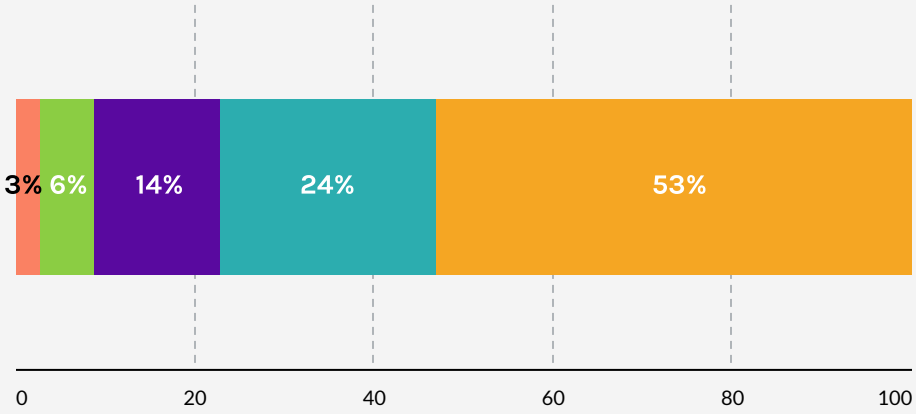
To assess K-2 students' School Engagement and Achievement of Their Learning Goals, students were asked how often they (1) like to participate in classroom or school activities; and (2) feel like they can listen in class. There were five response options which ranged from *None of the Time* to *All of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

## BASELINE RESPONSES:

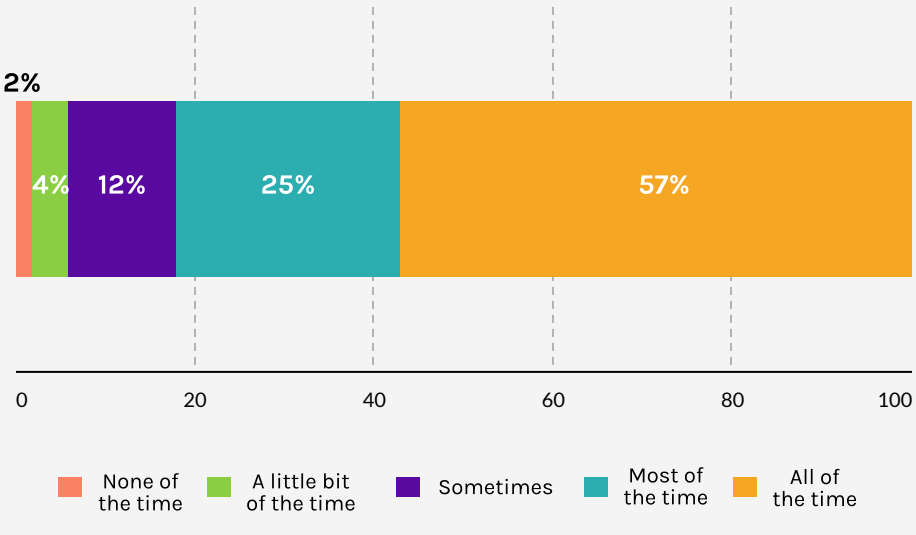
In February, there were over 1,400 K-2 students who responded to these questions. On average across the two items, 80% of students felt they demonstrate school engagement and achievement of their learning goals *most of the time* (25%) or *all of the time* (55%). A slightly higher percentage of students indicated that they feel like they can listen in class *most* or *all of the time* (82%) compared to the percentage of students who indicated that they like to participate in their classroom or school activities *most* or *all of the time* (77%). See Figure 42 for a breakdown of students' ratings.

***Figure 42.*** *K-2 Students' Baseline Responses Regarding How Often They Demonstrate School Engagement and Achievement of Their Learning Goals*

**01. I like to participate in my classroom or school activities**




**02. I feel like I can listen in class**



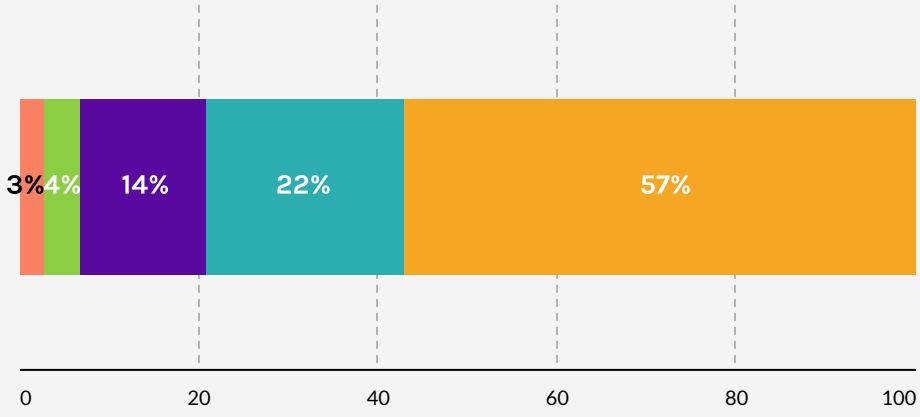
# SCHOOL ENGAGEMENT AND ACHIEVEMENT OF ONE'S LEARNING GOALS

## END-OF-YEAR RESPONSES:

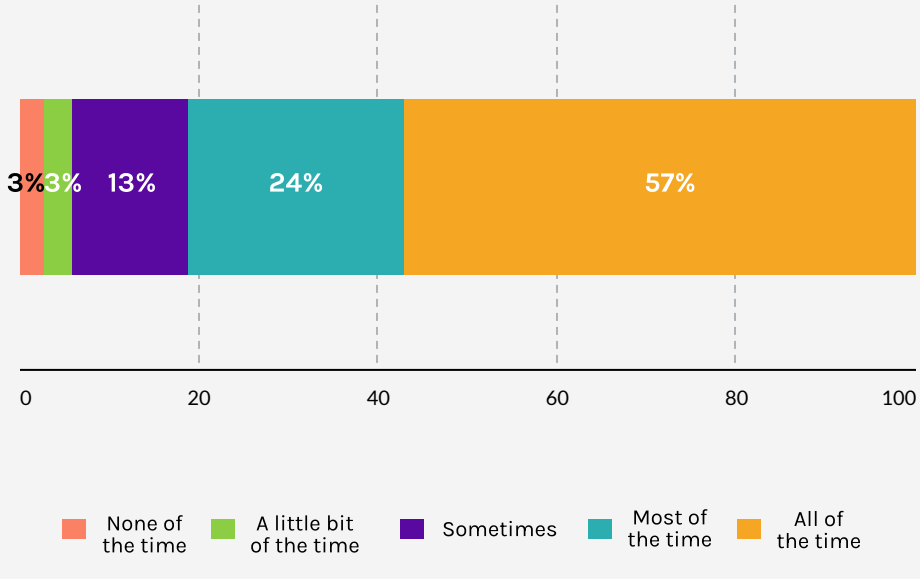
In June, there were over 980 K-2 students who responded to these questions. On average across the two items, 80% of students felt they demonstrate school engagement and achievement of their learning goals *most of the time* (23%) or *all of the time* (57%). As was the case with the baseline data, there was a higher percentage of students who felt they can listen in class *most* or *all of the time* (81%) compared to the percentage of students who indicated that they like to participate in their classroom or school activities *most* or *all of the time* (79%). See Figure 43 for a breakdown of students' ratings.

***Figure 43.*** *K-2 Students' End-of-Year Responses Regarding How Often They Demonstrate School Engagement and Achievement of Their Learning Goals*

**01. I like to participate in my classroom or school activities**




**02. I feel like I can listen in class**



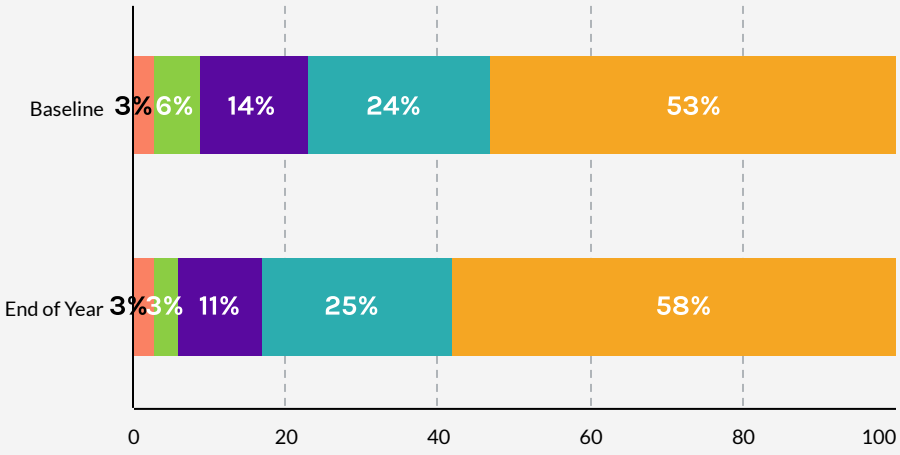
# SCHOOL ENGAGEMENT AND ACHIEVEMENT OF ONE'S LEARNING GOALS

## CHANGES BETWEEN BASELINE AND END OF YEAR

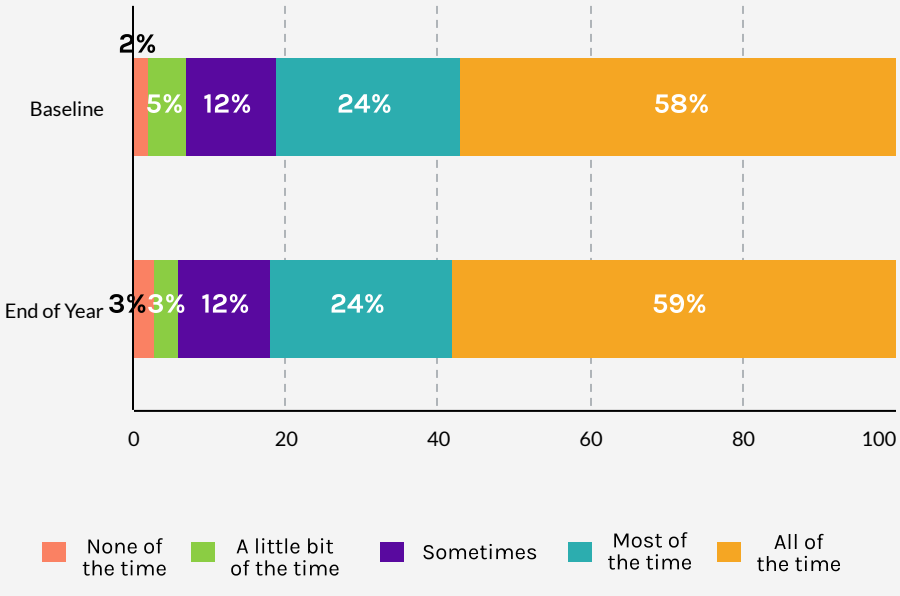
There were over 700 K-2 students who responded to these questions in February and then again at the end of the year in June. The percentage of students who reported that they like to participate in classroom or school activities *all of the time* increased from 53% to 58% at the end of the year. Additionally, the percentage of students who reported that they feel like they can listen in class *most* or *all of the time* slightly increased from 82% to 83% at the end of the year. See Figure 44 for a breakdown of students' baseline and end-of-year ratings.

***Figure 44.*** *Changes Across K-2 Students' Baseline and End-of-Year Responses Regarding How Often They Demonstrate School Engagement and Achievement of Their Learning Goals*

### 01. I like to participate in my classroom or school activities




### 02. I feel like I can listen in class



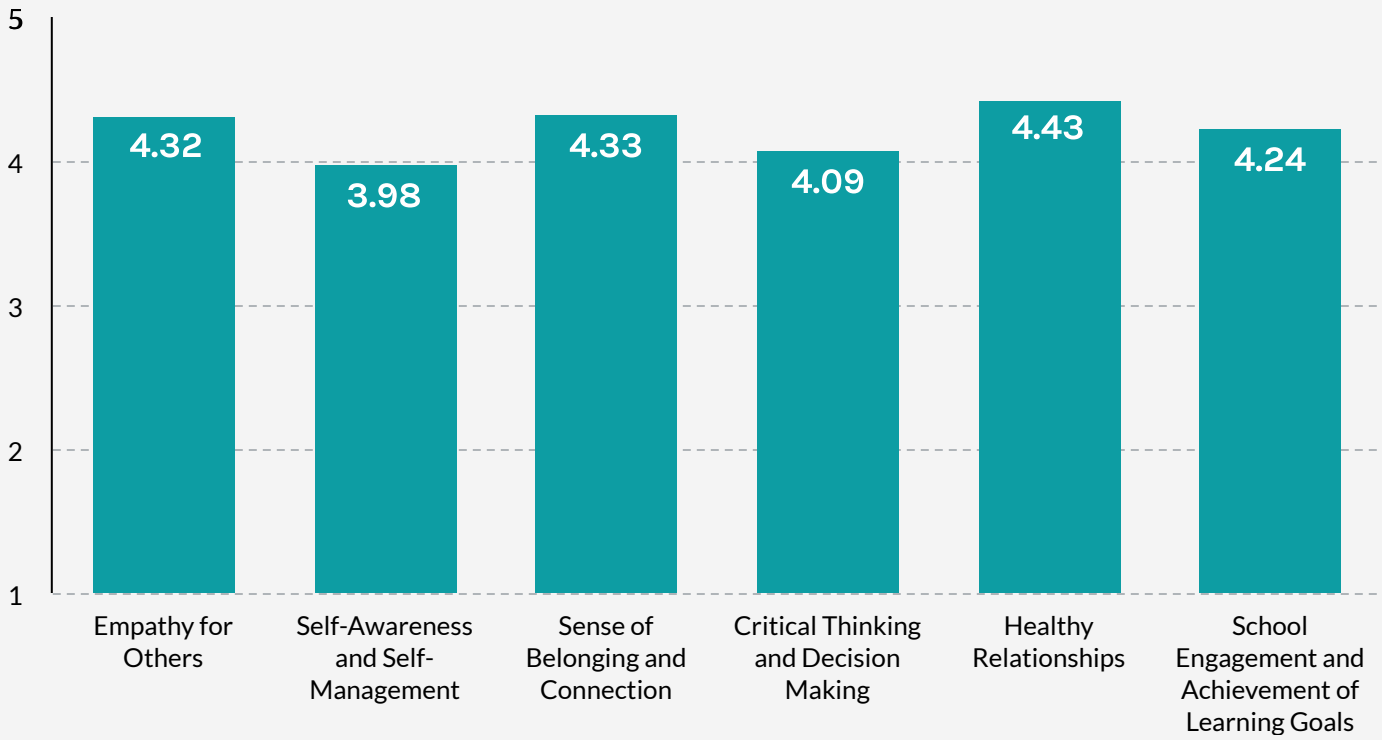
# DIFFERENCES ACROSS SEL DOMAINS

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

## BASELINE RESPONSES

There were 1,445 students who responded to questions across the six domains. Overall, students indicated that they demonstrate an ability to develop and maintain Healthy Relationships most often and demonstrate Self-Awareness and Self-Management least often. See Figure 45 for a breakdown of students' ratings across the six SEL domains.

***Figure 45.*** *K-2 Students' Mean Baseline Ratings of Their Own SEL Across the Six Domains*

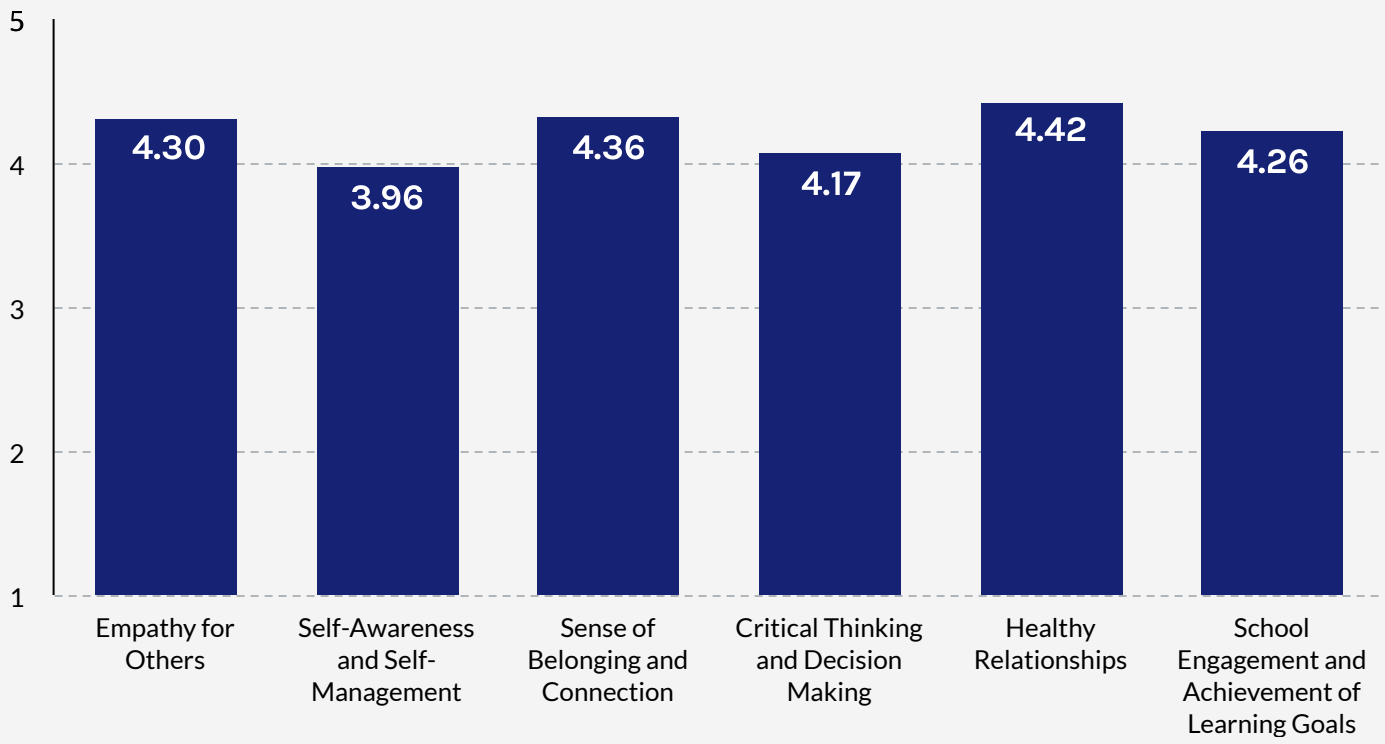


# DIFFERENCES ACROSS SEL DOMAINS

## END-OF-YEAR RESPONSES

There were 991 students who responded to questions across the six domains. Once again, students indicated that they demonstrate an ability to develop and maintain Healthy Relationships most often and demonstrate Self-Awareness and Self-Management least often. See Figure 46 for a breakdown of students' ratings across the six SEL domains.

***Figure 46.*** *K-2 Students' Mean End-of-Year Ratings of Their Own SEL Across the Six Domains*

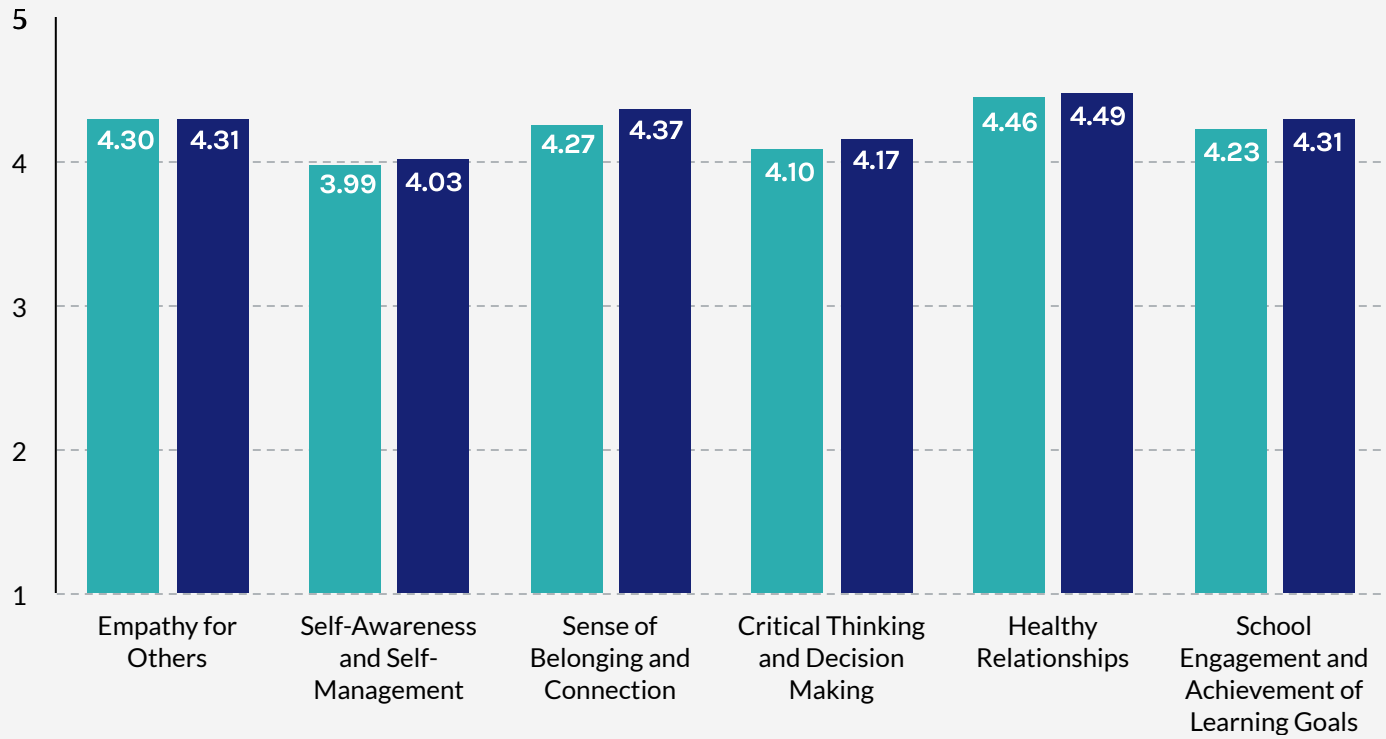


# DIFFERENCES ACROSS SEL DOMAINS

## CHANGES BETWEEN BASELINE AND END OF YEAR

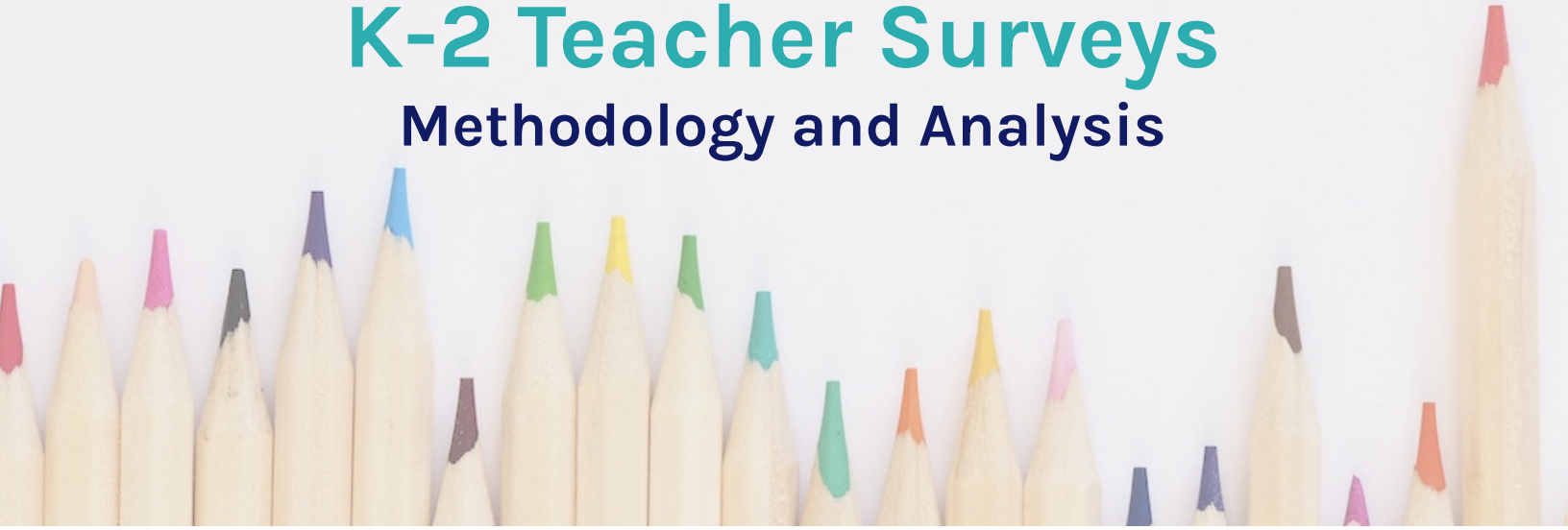
There were 724 students who provided both baseline and end-of-year responses to questions across the six domains. We assessed changes across their baseline and end-of-year responses. Generally, students' average ratings slightly increased between their baseline and end-of-year surveys. There was a statistically significant increase between students' baseline and end-of-year ratings on the Sense of Belonging and Connection and School Engagement and Achievement of Learning Goals domains (See Appendix C for statistical analyses). See Figure 47 for a breakdown of students' ratings across the six SEL domains.

***Figure 47.*** *K-2 Students' Mean Baseline and End-of-Year Ratings of Their Own SEL Across the Six Domains*



# K-2 Teacher Surveys

## Methodology and Analysis



K-2 Teachers were invited to answer questions about their perceptions of their students' SEL competencies in six domains: (1) Empathy for Others; (2) Self-Awareness and Self-Management; (3) Sense of Belonging and Connection to Their Classroom and School; (4) Critical Thinking and Decision Making; (5) Healthy Relationships; and (6) School Engagement and Achievement of Learning Goals (see Appendix A). There were 26 items in total.

The questions consisted of several statements for which teachers had to indicate the percentage of time that their students demonstrated certain SEL competencies or desired outcomes. They had 10 response options which ranged from 0-100% of the time in 10% increments with an 11th option of "I don't know/no opinion". This 10-point response scale was then transformed into a 5-point scale as follows:

| | |
|---|---|
| 0-10% of the time | Almost none or none of the time |
| 11-20% of the time | |
| 21-30% of the time | Some of the time |
| 31-40% of the time | |
| 41-50% of the time | About half of the time |
| 51-60% of the time | |
| 61-70% of the time | Most of the time |
| 71-80% of the time | |
| 81-90% of the time | Almost all or all of the time |
| 91-100% of the time | |

This data was then calculated and represented as the percentage of teachers' responses that fell into each of the six response categories.

**BASELINE SURVEYS**

There were 63 K-2 teachers from 29 schools who completed the baseline surveys in Microsoft Forms between between January 24, 2022 and March 8, 2022.

**END-OF-YEAR SURVEYS**

There were 30 K-2 teachers from 13 schools who completed the end-of-year surveys in Microsoft Forms between between May 31, 2022 and June 23, 2022.

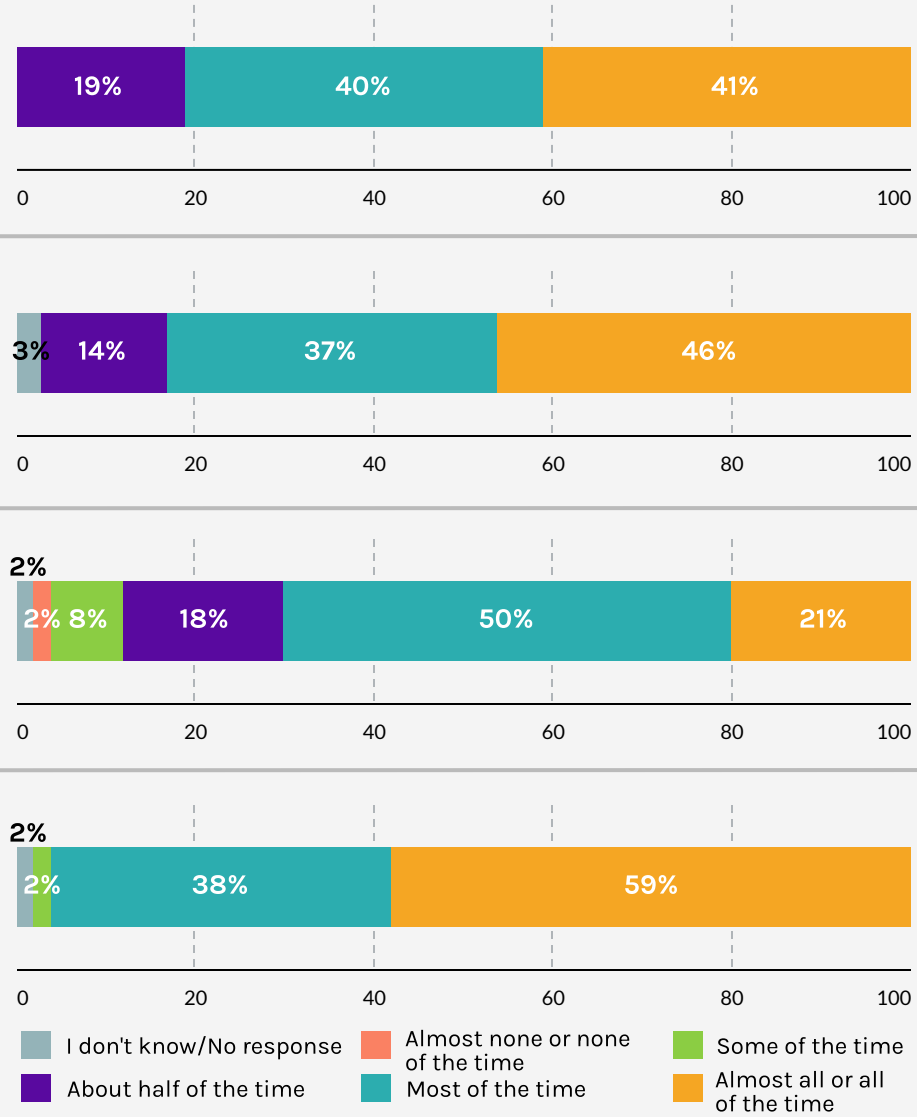
# EMPATHY FOR OTHERS

To assess students' Empathy for Others, K-2 teachers were asked to indicate the percentage of the time that (1) their students care about how other people feel; (2) their students try to cheer people up when they are feeling sad; (3) their students try to understand how other people think and feel; and (4) it bothers their students when they see someone being mean to someone else. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time* to *Almost All or All of the Time* and a sixth option of *I don't know/no response.*

## BASELINE RESPONSES:

In February, there were over 60 teachers who responded to these questions. On average across the four items, 83% of teachers indicated that their students demonstrate empathy for others most or all of the time. Of the four items in this domain, K-2 teachers indicated that it bothers their students when they see someone being mean to someone else most often and that their students try to understand how other people think and feel least often. See Figure 48 for a breakdown of K-2 teachers' ratings.

*Figure 48. K-2 Teachers' Baseline Responses Regarding How Often Their Students Demonstrate Empathy for Others*



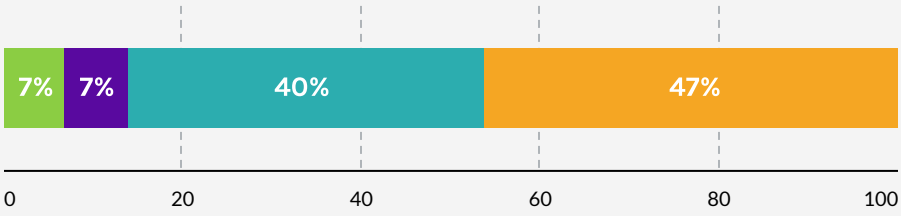
# EMPATHY FOR OTHERS

## END-OF-YEAR RESPONSES:

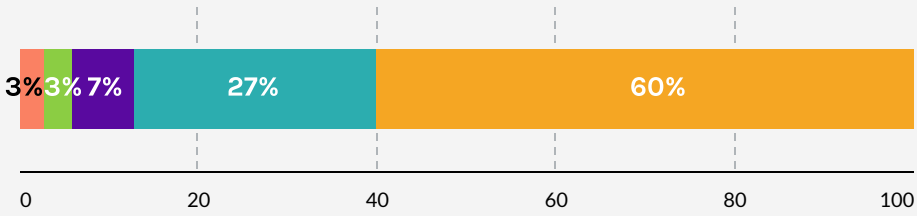
In June, there were 30 K-2 teachers who responded to these questions. On average across the four items, 88% of teachers indicated that their students demonstrate empathy for others most or all of the time, which was higher than the percentage of teachers who responded in this range at baseline. As with the baseline ratings, of the four items in this domain, teachers indicated that it bothers their students when they see someone being mean to someone else most often and that their students try to understand how other people think and feel least often. See Figure 49 for a breakdown of K-2 teachers' ratings.

*Figure 49. K-2 Teachers' End-of-Year Responses Regarding How Often Their Students Demonstrate Empathy for Others*

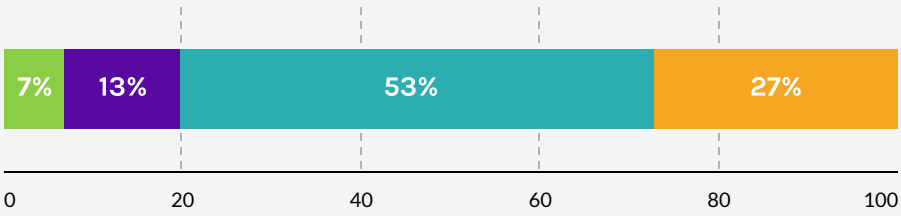
01. My students care about how other people feel



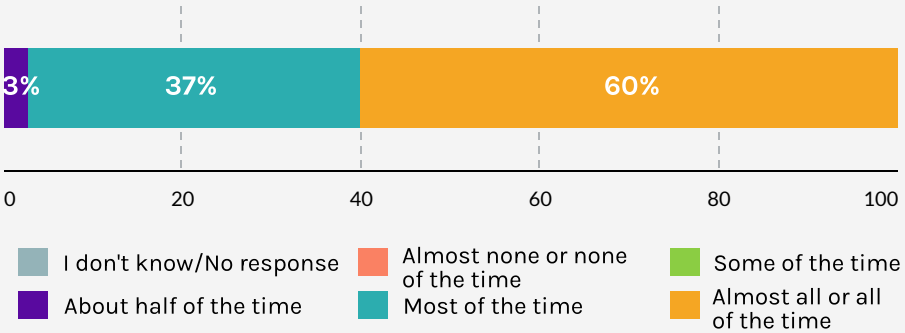

02. My students try to cheer people up when they are feeling sad




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




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



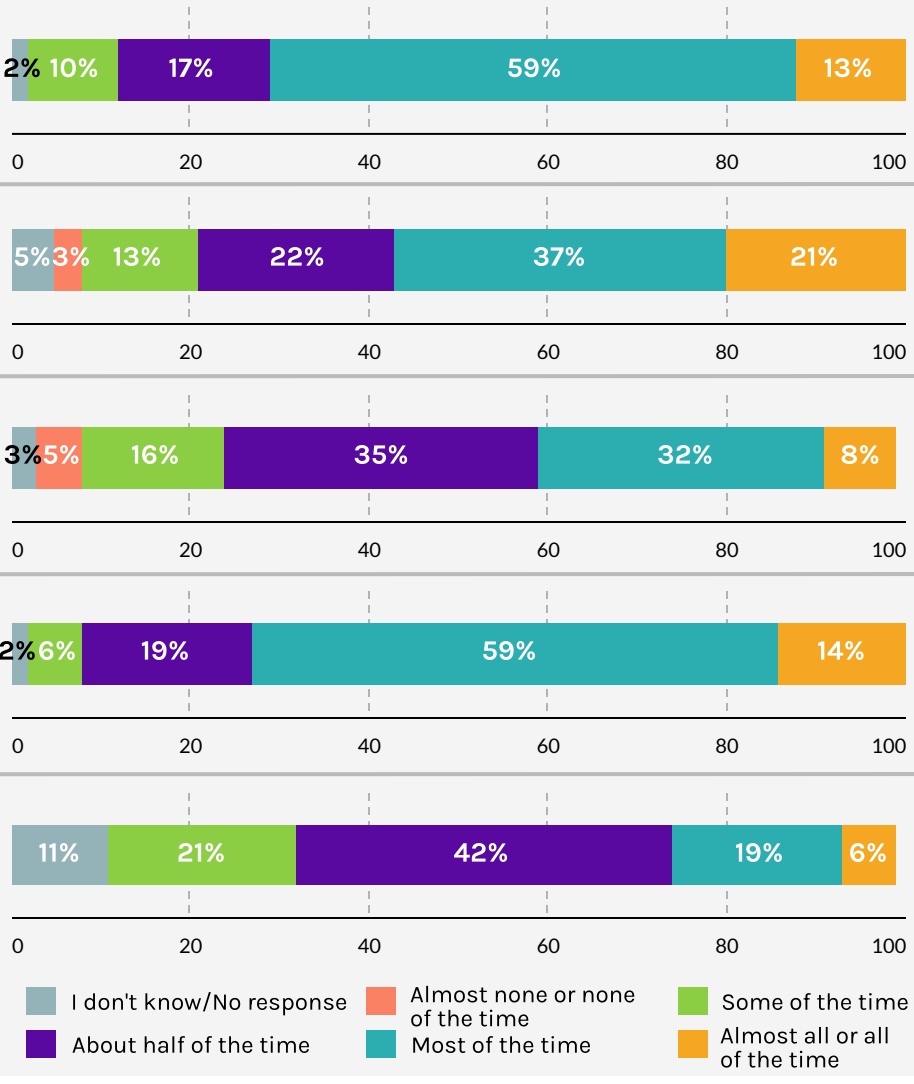
# SELF-AWARENESS AND SELF-MANAGEMENT

To assess students' development of Self-Awareness and Self-Management, K-2 teachers were asked to indicate the percentage of the time that their students (1) know what their strengths and positive qualities are; (2) understand that their emotions affect their behaviours; (3) are good at setting goals for themselves; (4) can manage their emotions; and (5) know how to deal with difficulties in their lives. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time to Almost All or All of the Time* and a sixth option of *I don't know/no response.*

## BASELINE RESPONSES:

In February, there were over 60 K-2 teachers who responded to these questions. On average across the five items, 54% of teachers indicated that their students demonstrate self-awareness and self-management most or all of the time. Additionally, 21% of K-2 teachers indicated that their students understand that their emotions affect their behaviors almost all or all of the time, which is the highest percentage of teachers responding in this range across the five items in this domain. See Figure 50 for a breakdown of K-2 teachers' ratings.

***Figure 50.*** *K-2 Teachers' Baseline Responses Regarding How Often Their Students Demonstrate Self-Awareness and Self-Management*

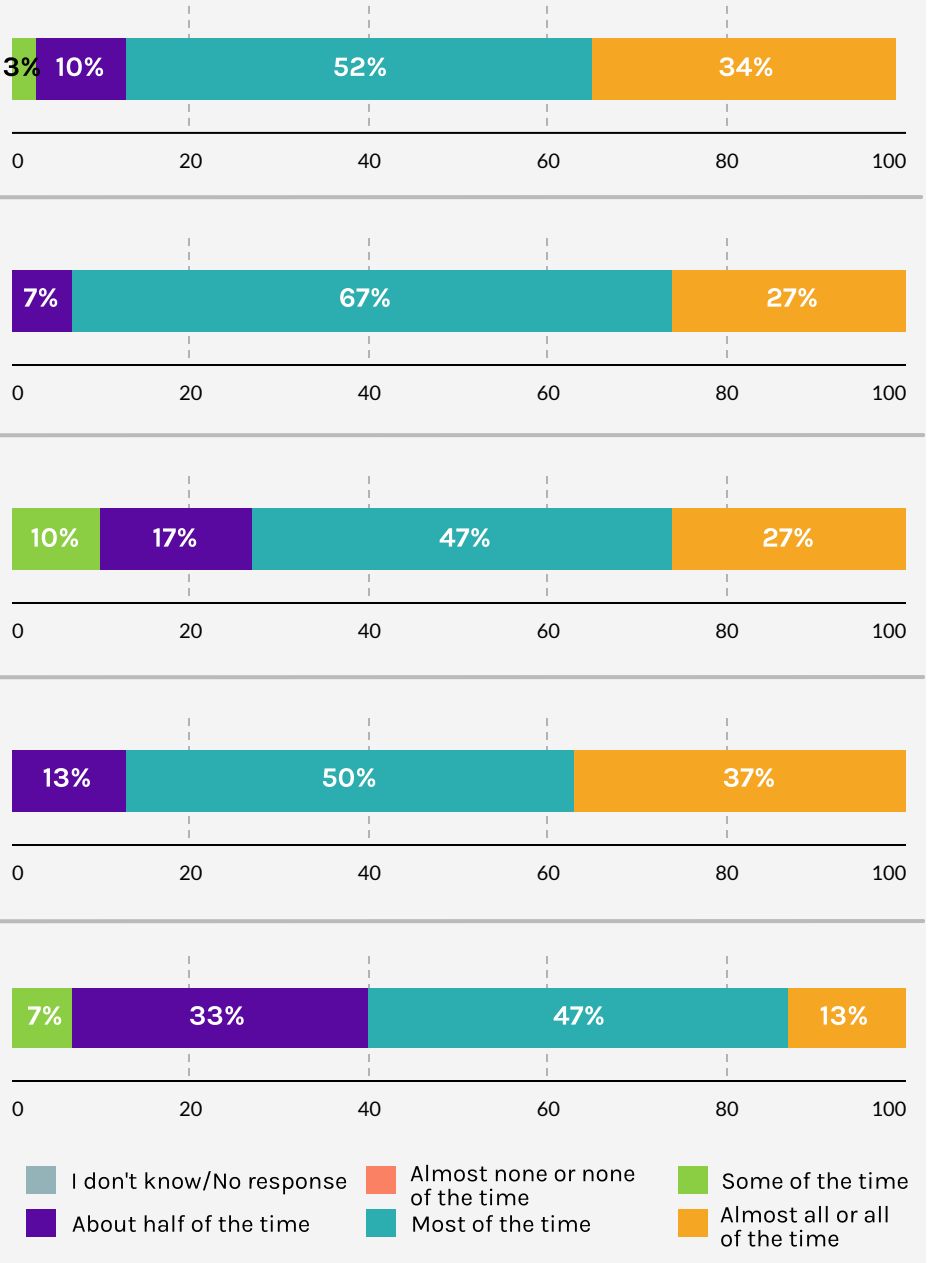


# SELF-AWARENESS AND SELF-MANAGEMENT

## END-OF-YEAR RESPONSES:

In June, there were roughly 30 K-2 teachers who responded to these questions. On average across the five items, 80% of teachers indicated that their students demonstrate self-awareness and self-management most or all of the time, with 53% of teachers responding that their students demonstrate this competency most of the time and 28% of teachers responding that their students demonstrate this competency almost all or all of the time. While 58% of teachers indicated that their students understand that their emotions affect their behaviours most or all of the time at baseline, 94% of teachers indicated that their students understand this most or all of the time at the end of the year, representing a substantial increase. See Figure 51 for a breakdown of K-2 teachers' ratings.

***Figure 51.*** *K-2 Teachers' End-of-Year Responses Regarding How Often Their Students Demonstrate Self-Awareness and Self-Management*



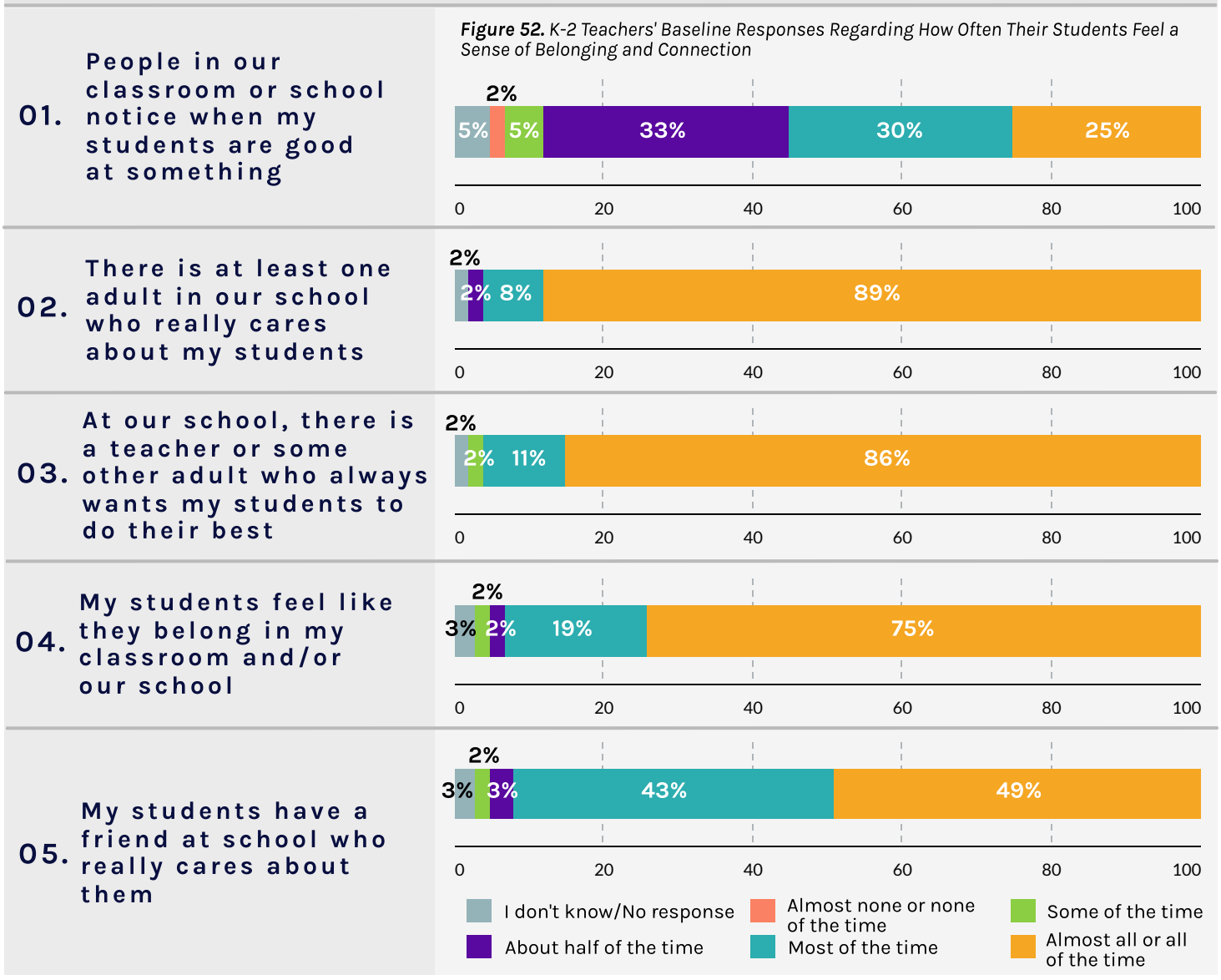
# SENSE OF BELONGING AND CONNECTION TO ONE'S CLASSROOM AND SCHOOL

To assess students' Sense of Belonging and Connection to Their Classroom and School, K-2 teachers were asked to indicate the percentage of the time that (1) people in their classroom or school notice when their students are good at something; (2) there is at least one adult in their school who really cares about their students; (3) their students have a teacher or some other adult who always wants them to do their best; (4) their students feel like they belong in their classroom and/or school; and (5) their students have a friend at school who really cares about them. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time to Almost All or All of the Time* and a sixth option of *I don't know/no response*.

## BASELINE RESPONSES:

In February, there were 63 teachers who responded to these questions. Roughly half (55%) of K-2 teachers indicated that people in their classroom or school notice when their students are good at something most or all of the time, which fell below the percentage of teachers who responded in this range for the other four items in this domain by at least 37%. Across the five items in this domain, K-2 teachers indicated that there is at least one adult at school who cares about their students most often. See Figure 52 for a breakdown of teachers' ratings.

***Figure 52.*** *K-2 Teachers' Baseline Responses Regarding How Often Their Students Feel a Sense of Belonging and Connection*

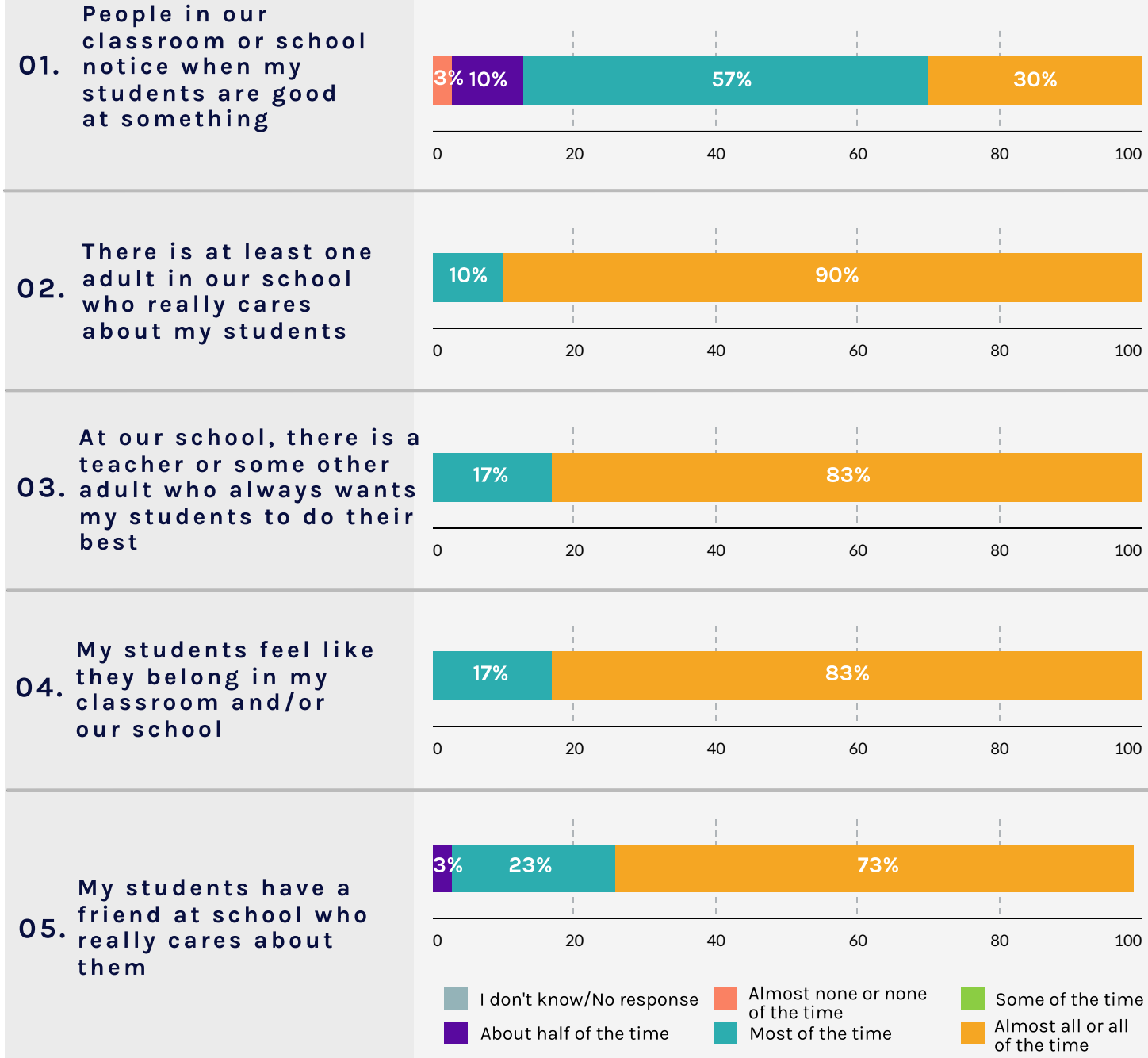


# SENSE OF BELONGING AND CONNECTION TO ONE'S CLASSROOM AND SCHOOL

## END-OF-YEAR RESPONSES:

In June, there were 30 K-2 teachers who responded to these questions. On average across the five items, 97% of teachers indicated that their students feel a sense of belonging and connection to their classroom and school most or all of the time. At the end of the year, 100% of teachers indicated that there is at least one adult at school who really cares about their students, there is a teacher or some other adult who always wants their students to do their best, and their students feel like they belong in their classroom and/or school most or all of the time, which exceeded the percentage of teachers who responded in this range for these three questions at baseline. See Figure 53 for a breakdown of K-2 teachers' ratings.

***Figure 53.*** *Gr. 5-7 Students' End-of-Year Responses Regarding How Often They Feel a Sense of Belonging and Connection*



# CRITICAL THINKING AND DECISION MAKING

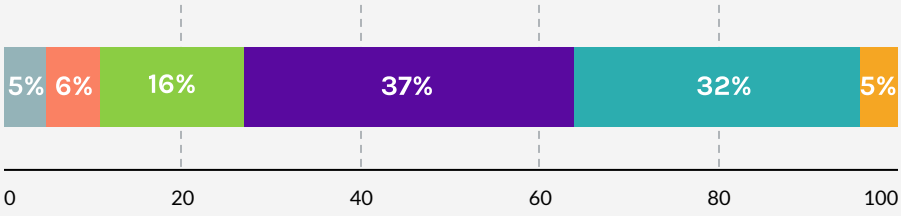
To assess students' development of Critical Thinking and Decision Making, K-2 teachers were asked to indicate the percentage of the time that their students (1) think through the consequences of their actions before they make a decision; (2) understand the difference between what's right and wrong; (3) understand that their choices can affect other people; and (4) understand that their choices can impact their future. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time to Almost All or All of the Time* and a sixth option of *I don't know/no response.*

## BASELINE RESPONSES:

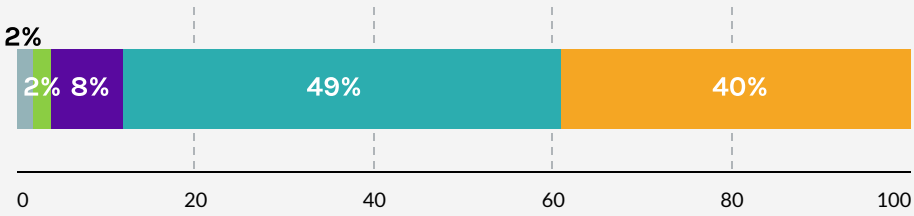
In February, there were 63 teachers who responded to these questions. Only 5% of K-2 teachers indicated that their students think through the consequences of their actions almost all or all of the time, which fell below the percentage of teachers who responded in this range for the other three questions in this domain. Alternatively, 40% of teachers indicated that their students understand the difference between what's right and wrong almost all or all of the time, which more than doubled the percentage of teachers who responded in this range for the other three questions in this domain. See Figure 54 for a breakdown of teachers' ratings.

**Figure 54.** *K-2 Teachers' Baseline Responses Regarding How Often Their Students Demonstrate Critical Thinking and Decision Making*

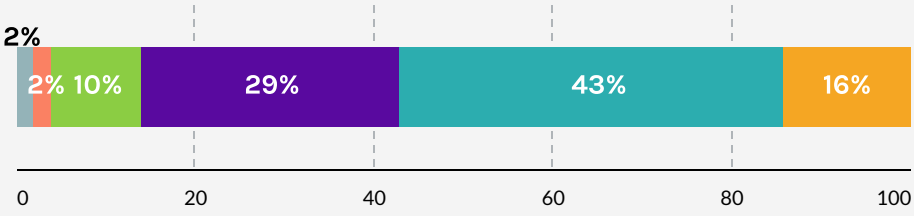
**01. My students think through the consequences of their actions before they make a decision**



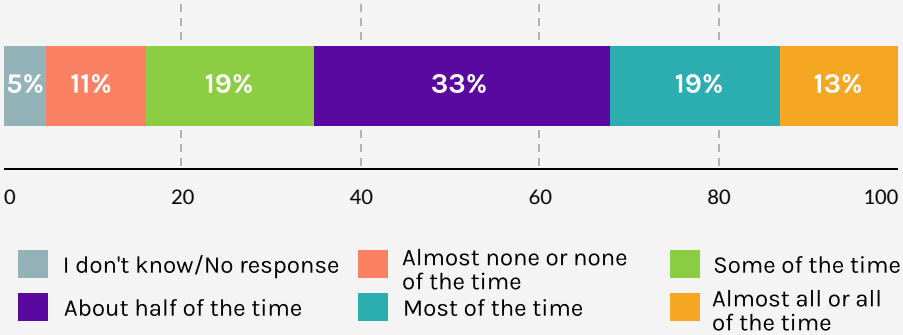

**02. My students understand the difference between what's right and wrong**




**03. My students understand that their choices can affect other people**




**04. My students understand that their choices can impact their future**



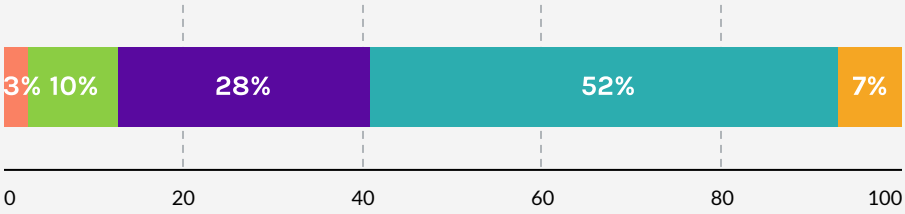
# CRITICAL THINKING AND DECISION MAKING

## END-OF-YEAR RESPONSES:

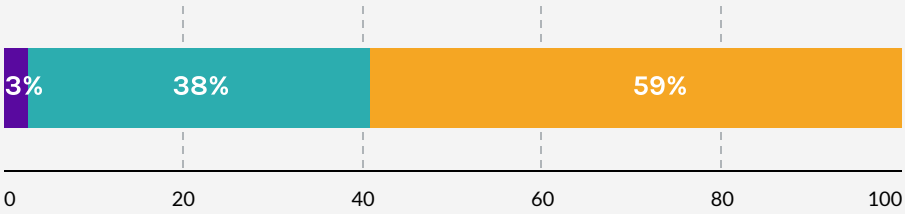
In June, there were approximately 30 K-2 teachers who responded to these questions. While 37% of teachers indicated that their students think through the consequences of their actions before they make a decision most or all of the time at baseline, 59% of teachers indicated that their students think through the consequences of their actions most or all of the time at the end of the year. Furthermore, as with the baseline ratings, almost all participating teachers (97%) indicated that their students understand the difference between what's right and wrong most or all of the time. Finally, of the four items in this domain, teachers indicated that their students understand that their choices can impact their future least often. See Figure 55 for a breakdown of K-2 teachers' ratings.

***Figure 55.*** *K-2 Teachers' End-of-Year Responses Regarding How Often Their Students Demonstrate Critical Thinking and Decision Making*

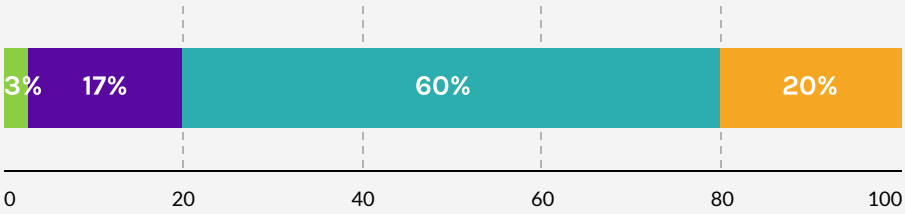
**01.** My students think through the consequences of their actions before they make a decision



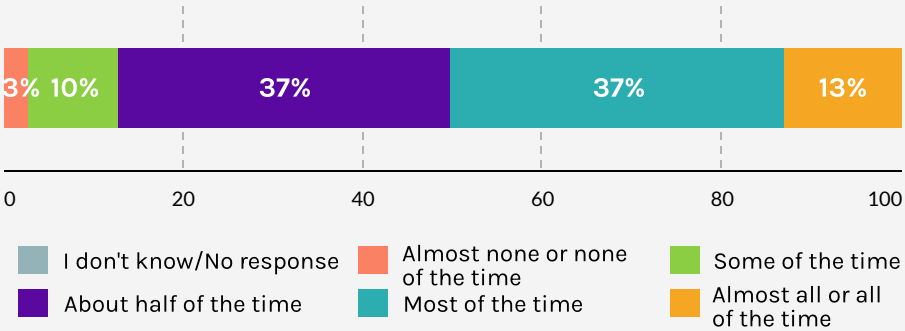

**02.** My students understand the difference between what's right and wrong




**03.** My students understand that their choices can affect other people




**04.** My students understand that their choices can impact their future



# HEALTHY RELATIONSHIPS

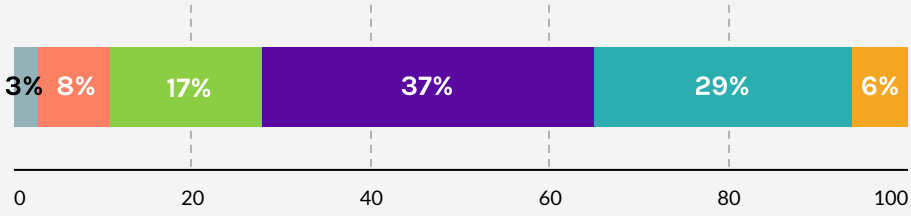
To assess students' ability to develop and maintain Healthy Relationships, K-2 teachers were asked to indicate the percentage of the time that their students (1) are good at solving problems they have with other people; (2) are good at communicating with other students and teachers at their school; (3) are good friends to other people; and (4) have a friend or peer at school who helps them when they're having a hard time. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time* to *Almost All or All of the Time* and a sixth option of *I don't know/no response.*

## BASELINE RESPONSES:

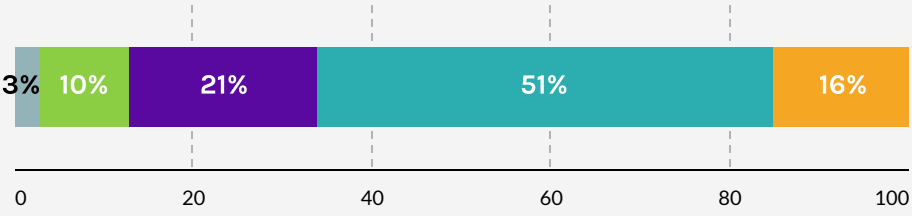
In February, there were 63 K-2 teachers who responded to these questions. Most teachers (91%) responded that that their students have a friend or peer at school who helps them when they're having a hard time most or all of the time, which was the highest percentage of teachers who responded in this range across the four items in this domain. Additionally, of the four items in this domain, teachers indicated that their students are good at solving problems they have with other people least often. See Figure 56 for a breakdown of teachers' ratings.

***Figure 56.*** *K-2 Teachers' Baseline Responses Regarding How Often Their Students Demonstrate Healthy Relationships*

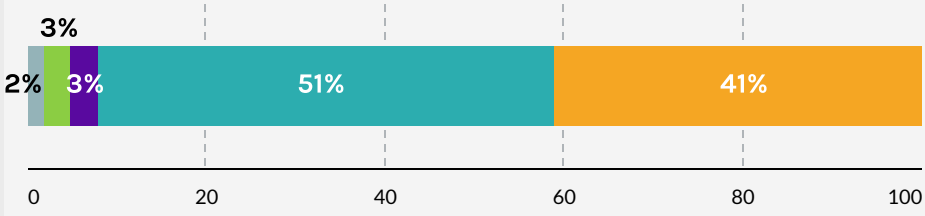
**01.** My students are good at solving problems they have with other people



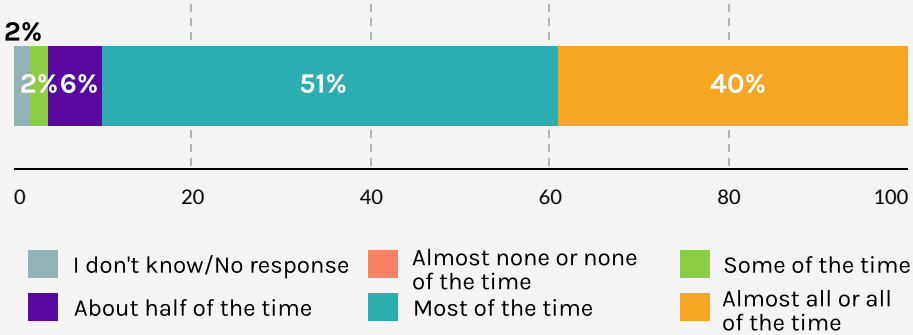

**02.** My students are good at communicating with other students and teachers at our school




**03.** My students are good friends to other people




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



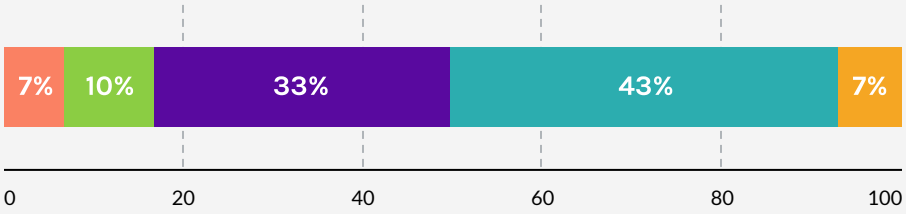
# HEALTHY RELATIONSHIPS

## END-OF-YEAR RESPONSES:

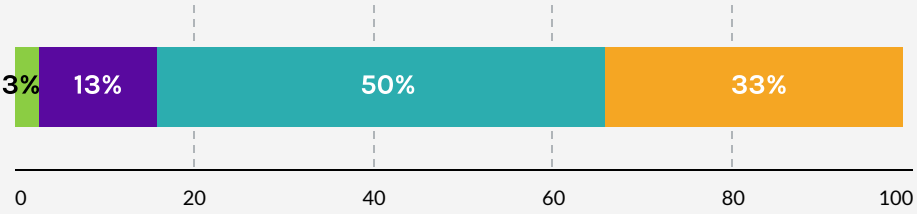
In June, there were approximately 30 K-2 teachers who responded to these questions. Once again, most teachers (97%) indicated that their students have a friend or peer at school who helps them when they're having a hard time most or all of the time, which was roughly equal to the percentage of teachers (96%) who indicated that their students are good friends to other people most or all of the time. Furthermore, although teachers indicated that their students are good at solving problems they have with other people least often, there was an increase in the percentage of teachers who indicated that their students are good at solving problems with others most or all of the time between baseline (35%) and the end of the year (50%). See Figure 57 for a breakdown of teachers' ratings.

***Figure 57.*** *K-2 Teachers' End-of-Year Responses Regarding How Often Their Students Demonstrate Healthy Relationships*

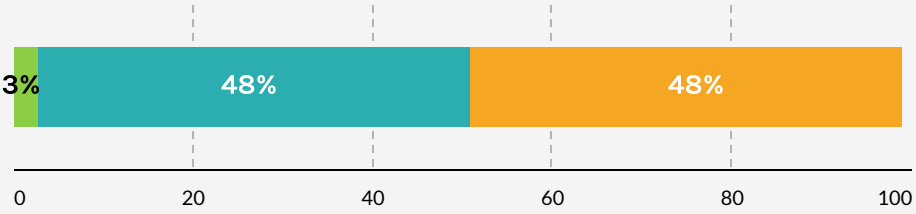
**01. My students are good at solving problems they have with other people**



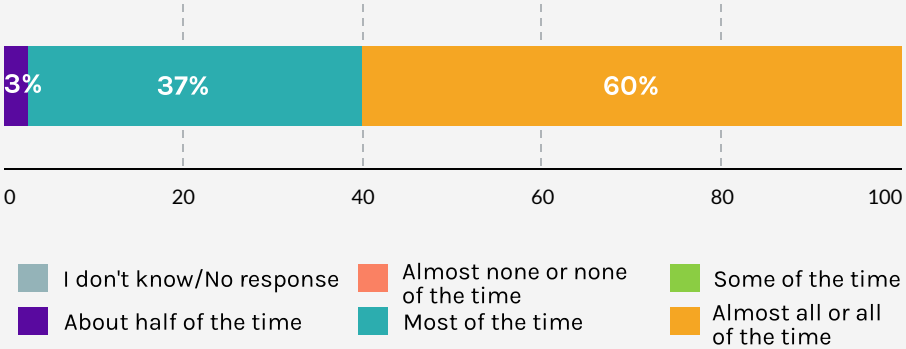

**02. My students are good at communicating with other students and teachers at our school**




**03. My students are good friends to other people**




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



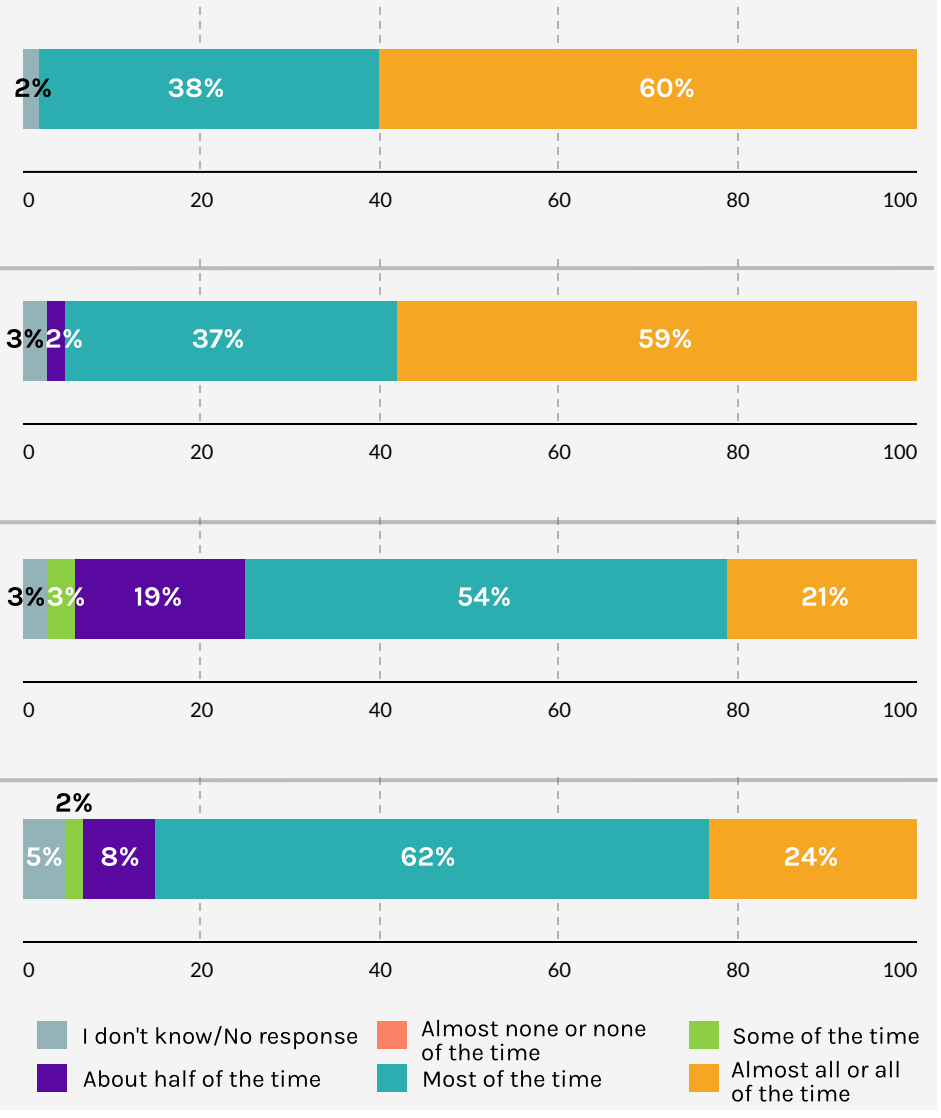
# SCHOOL ENGAGEMENT AND ACHIEVEMENT OF ONE'S LEARNING GOALS

To assess students' School Engagement and Achievement of Their Learning Goals, K-2 teachers were asked to indicate the percentage of time that their students (1) can learn to do most things if they set their mind on it and work hard; (2) like to participate in classroom or school activities; (3) are able to pay attention in class; and (4) feel like they have a good understanding of the ideas being shared in their classroom. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time to Almost All or All of the Time* and a sixth option of *I don't know/no response.*

## BASELINE RESPONSES:

In February, there were 63 K-2 teachers who responded to these questions. On average across the four items, 89% of teachers indicated that their students demonstrate school engagement and achievement of their learning goals most or all of the time. Most teachers (98%) responded that if their students set their mind on it and work hard, they can learn to do most things most or all of the time, which was the highest percentage of teachers who responded in this range across the four items in this domain. See Figure 58 for a breakdown of teachers' ratings.

***Figure 58.*** *K-2 Teachers' Baseline Responses Regarding How Often Their Students Demonstrate School Engagement and Achievement of Their Learning Goals*

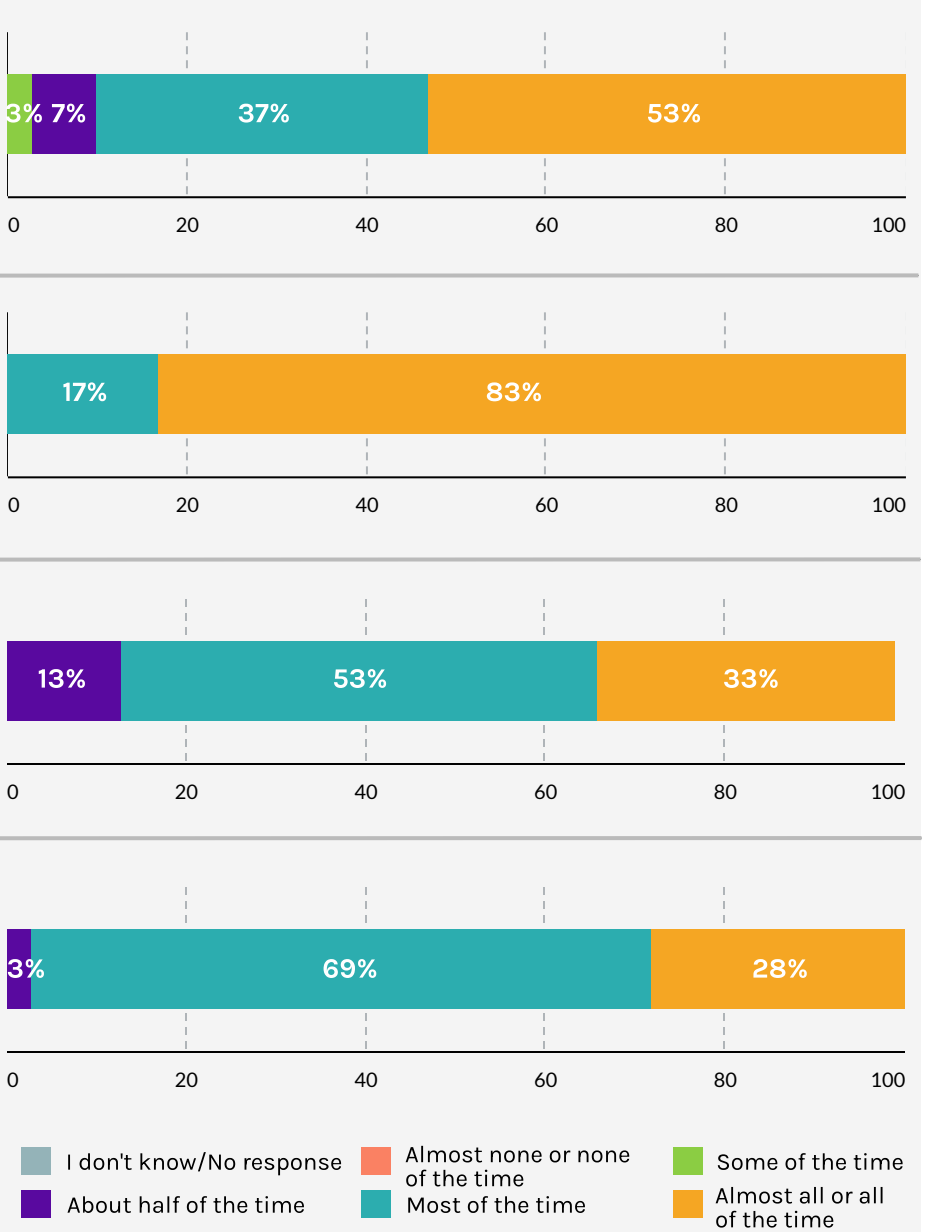


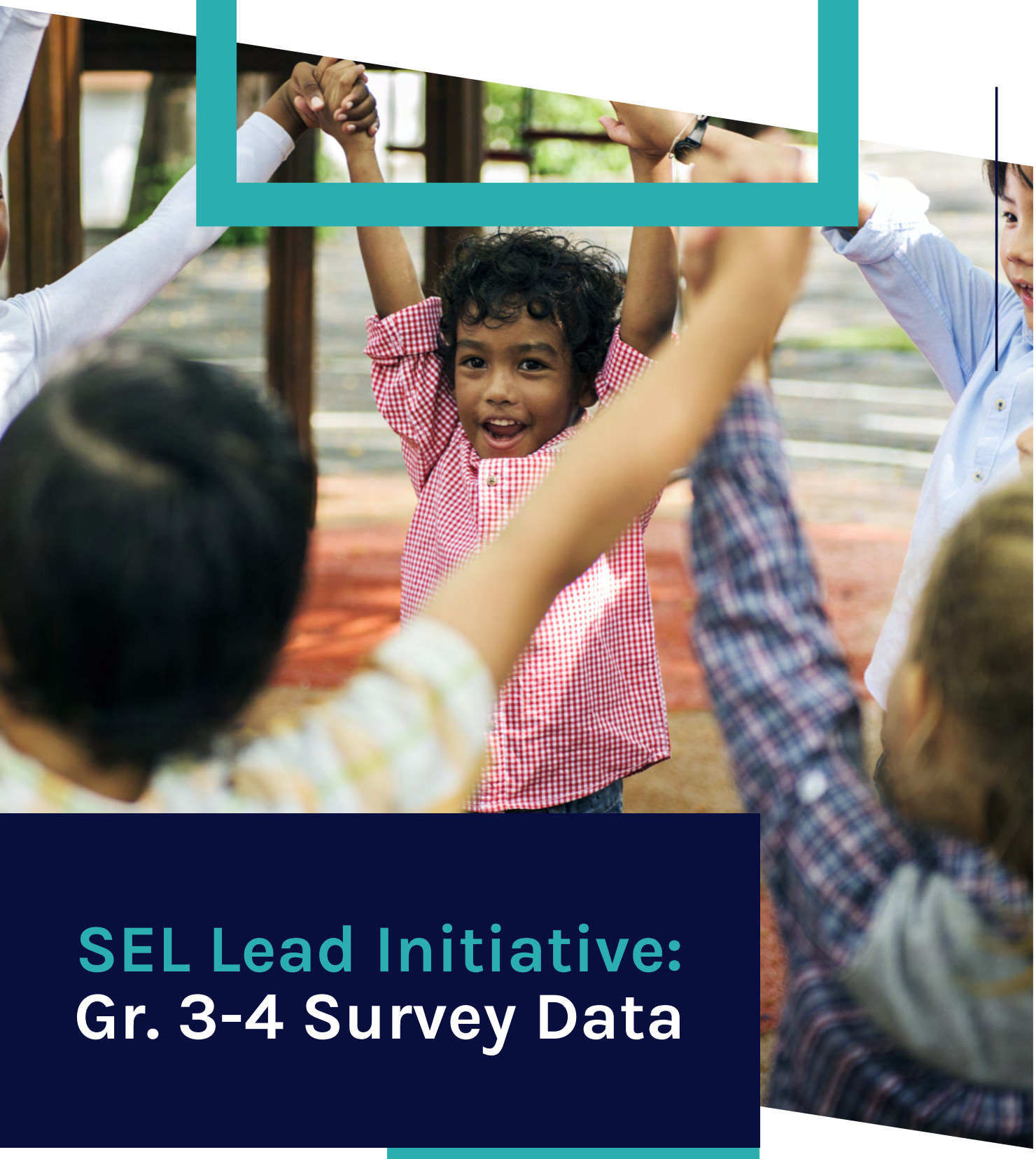
# SCHOOL ENGAGEMENT AND ACHIEVEMENT OF ONE'S LEARNING GOALS

## END-OF-YEAR RESPONSES:

In June, there were over approximately 30 K-2 teachers who responded to these questions. On average across the four items, 93% of teachers indicated that their students demonstrate school engagement and achievement of their learning goals most or all of the time. All teachers (100%) responded that their students like to participate in their classroom or school activities most or all of the time, which was the highest percentage of teachers who responded in this range across the four items in this domain. Furthermore, almost all teachers (97%) reported that their students feel like they have a good understanding of the ideas being shared in their classroom most or all of the time. Finally, while 75% of teachers indicated that their students are able to pay attention in class most or all of the time at baseline, 86% of teachers indicated that their students are able to pay attention this often at the end of the year. See Figure 59 for a breakdown of K-2 teachers' ratings.

***Figure 59.*** *K-2 Teachers' End-of-Year Responses Regarding How Often Their Students Demonstrate School Engagement and Achievement of Their Learning Goals*

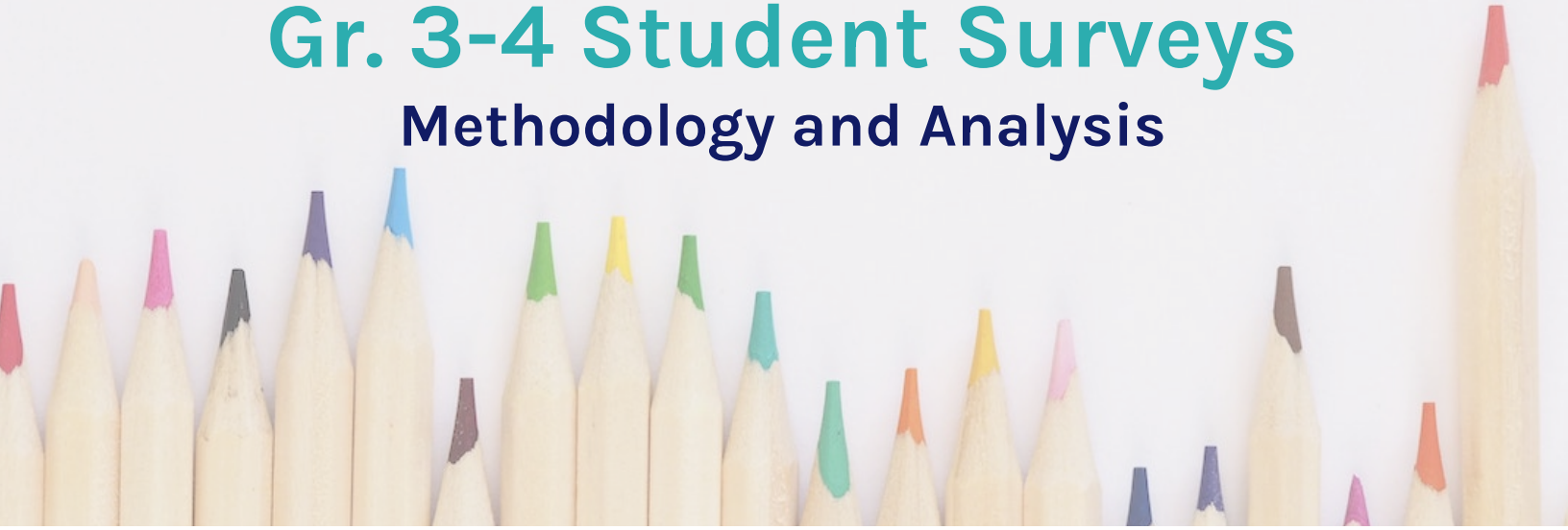




# SEL Lead Initiative:
# Gr. 3-4 Survey Data

# Gr. 3-4 Student Surveys

## Methodology and Analysis



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

SEL Leads facilitated the administration of the surveys to Grade 3-4 students within their schools. SEL Leads first put out a call within their respective schools to determine which teachers were interested in having their students complete this survey. Teachers could either choose for their students to complete the survey online via Microsoft Forms or on a paper-based survey. SEL Leads provided interested teachers with the preferred survey materials.

The quantitative questions consisted of several statements for which students had to indicate how often they feel that they demonstrate certain SEL competencies or experienced SEL outcomes (e.g., belongingness). They had 5 response options, including (1) None of the time; (2) A little bit of the time; (3) Sometimes; (4) Most of the time; and (5) All of the time. Quantitative data from close-ended survey items (i.e., Likert scale) was calculated and represented as the percentage of students' responses that fell into each of the five response categories. Additionally, we calculated aggregate ratings to provide an overall indication of students' SEL in each of the six domains.

### BASELINE SURVEYS

Students completed the baseline surveys between February and March, 2022. Overall, 1,140 students from 31 schools completed the Gr. 3-4 surveys. Most students were in Grades 3 or 4, but there were some Grade 5 and Grade 7 students who completed this survey as well. Of all the responses across items, 1.26% were blank (i.e., students did not circle any responses) and 0.97% included multiple responses (i.e., students circled multiple responses and their final response was unclear).

### END-OF-YEAR SURVEYS

Students completed the end-of-year surveys in June, 2022. Overall, 671 students from 20 schools completed the Gr. 3-4 surveys, 459 of whom completed the baseline survey as well. Again, most students were in Grades 3 or 4, but there were some Grade 5 students who completed this survey as well. Of all the responses across items, 0.63% were blank and 0.37% included multiple responses.

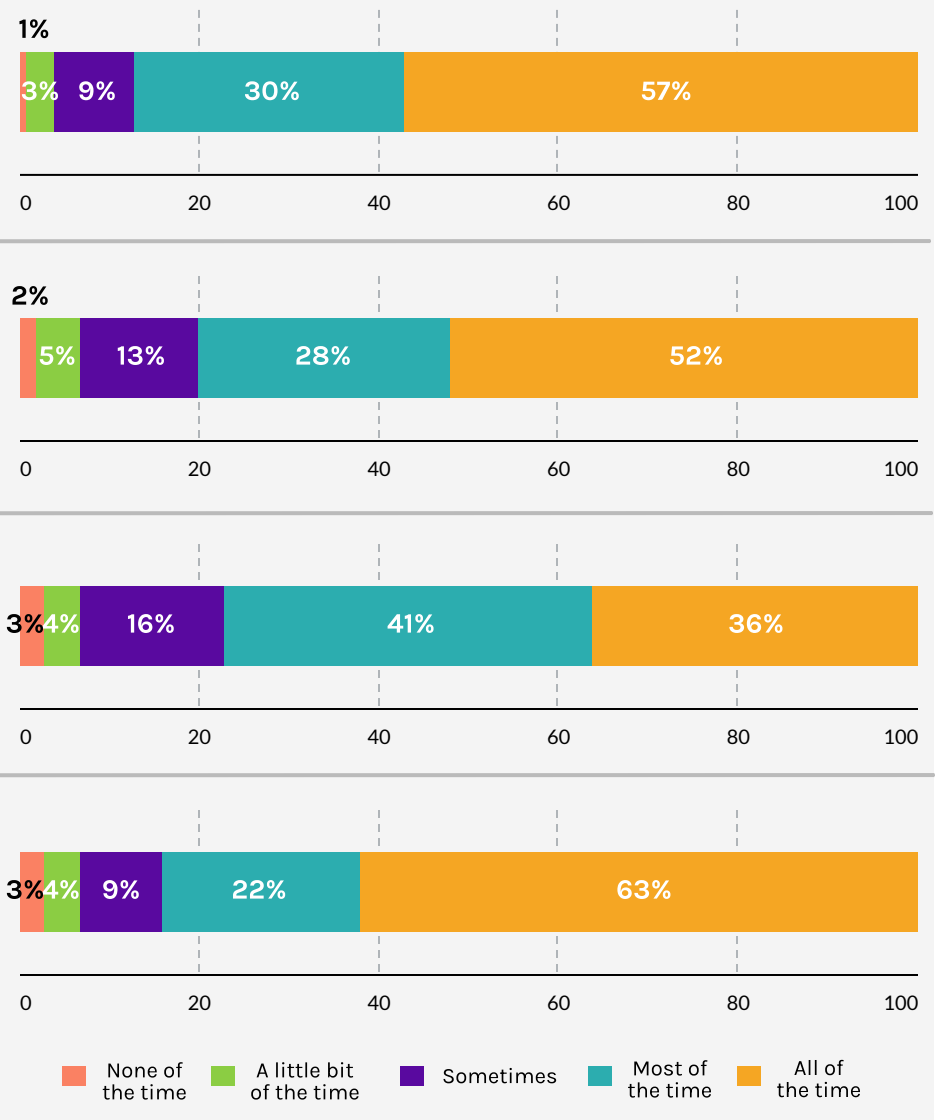
# EMPATHY FOR OTHERS

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

## BASELINE RESPONSES:

In February, there were over 1,100 Gr. 3-4 students who responded to these questions. On average across the four items, 82% of students indicated that they demonstrate empathy for others the majority of the time, with 30% indicating that they do so *most of the time*, and 52% indicating that they do so *all of the time*. Across the four items in this domain, students indicated that they try to understand how other people think and feel least often and that they care about how other people feel most often. See Figure 60 for a breakdown of students' ratings.

***Figure 60.*** *Gr. 3-4 Students' Baseline Responses Regarding How Often They Demonstrate Empathy for Others*



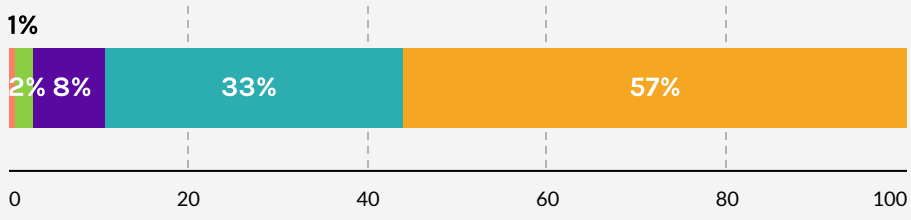
# EMPATHY FOR OTHERS

## END-OF-YEAR RESPONSES:

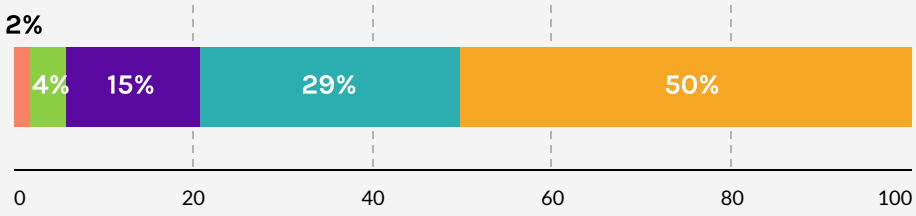
In June, there were over 650 students who responded to these questions. On average across the four items, 83% of students felt they demonstrate empathy for others *most of the time* (32%) or *all of the time* (51%). As was the case with the baseline data, students indicated that they try to understand how other people think and feel least often and that they care about how other people feel most often. See Figure 61 for a breakdown of students' ratings.

***Figure 61.*** *Gr. 3-4 Students' End-of-Year Responses Regarding How Often They Demonstrate Empathy for Others*

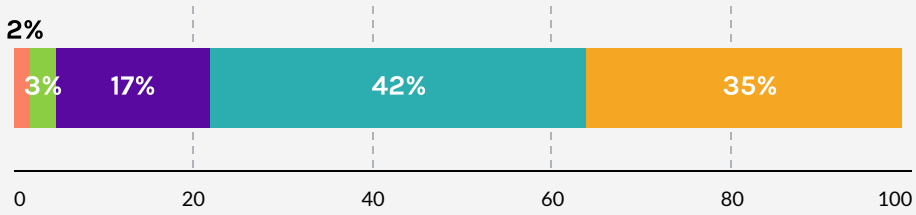
**01. I care about how other people feel**



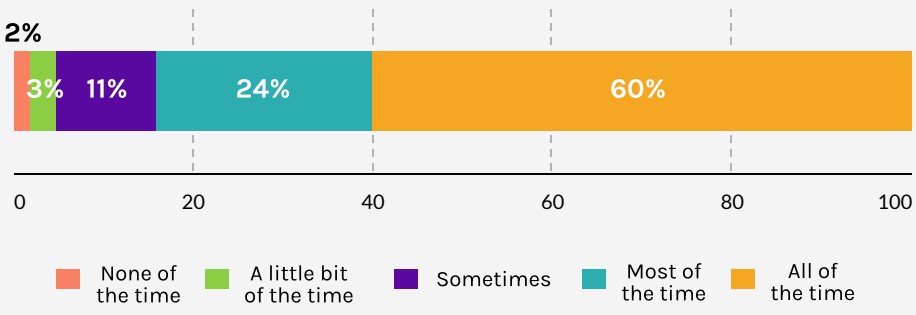

**02. I try to cheer someone up when they are feeling sad**




**03. I try to understand how other people think and feel**




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



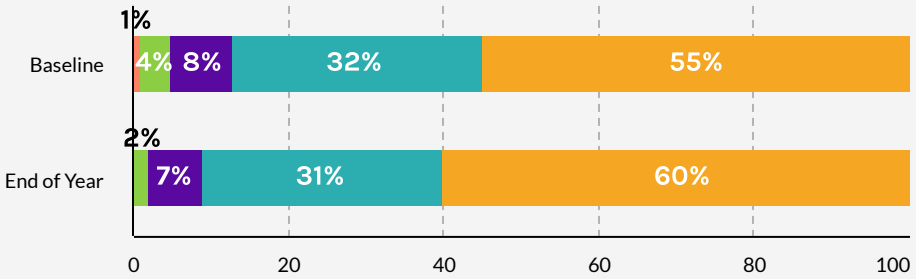
# EMPATHY FOR OTHERS

## CHANGES BETWEEN BASELINE AND END OF YEAR

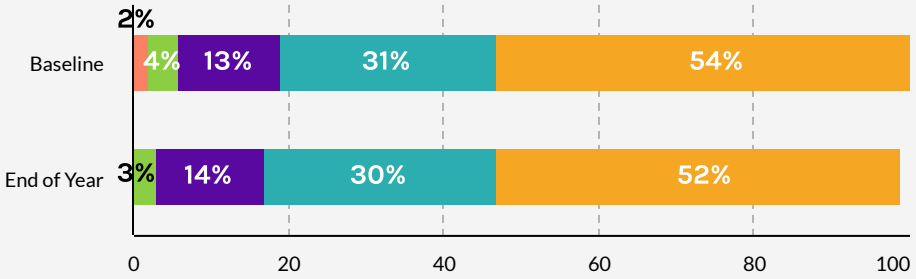
There were approximately 450 Gr. 3-4 students who responded to these questions in February and then again at the end of the year in June. The percentage of students who reported that they care about how other people feel *most* or *all of the time* increased from 87% at baseline to 91% at the end of the year, with the percentage of students reporting that they care about how other people feel *all of the time* increasing from 55% to 60%. The percentage of students who reported demonstrating empathy for others *most* or *all of the time* across the other three items in this domain remained high and stable across the two timepoints, with approximately 8 in 10 students reporting they do so *most* or *all of the time*. See Figure 62 for a breakdown of students' baseline and end-of-year ratings.

***Figure 62.*** *Changes Across Gr. 3-4 Students' Baseline and End-of-Year Responses Regarding How Often They Demonstrate Empathy for Others*

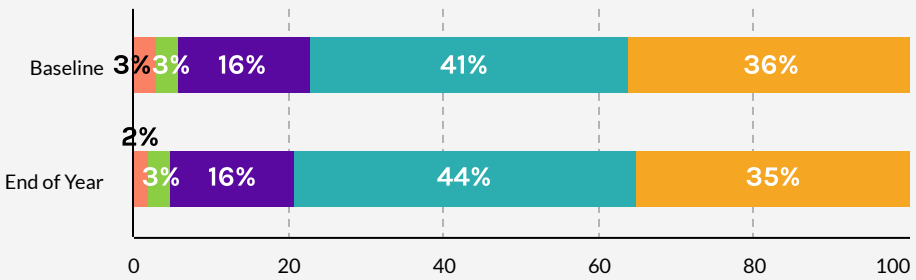
**01. I care about how other people feel**



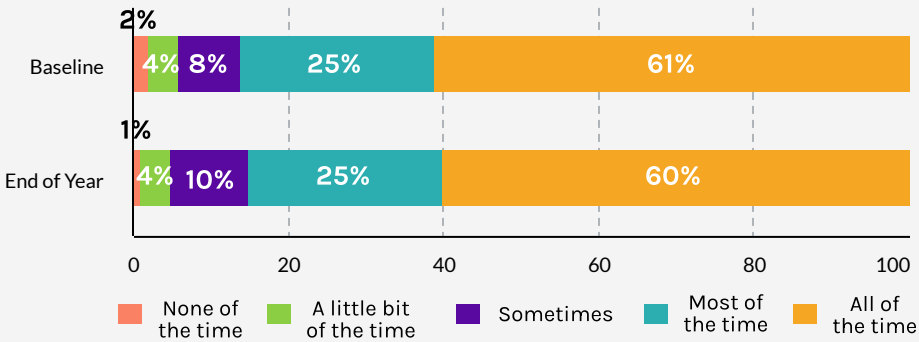

**02. I try to cheer someone up when they are feeling sad**




**03. I try to understand how other people think and feel**




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



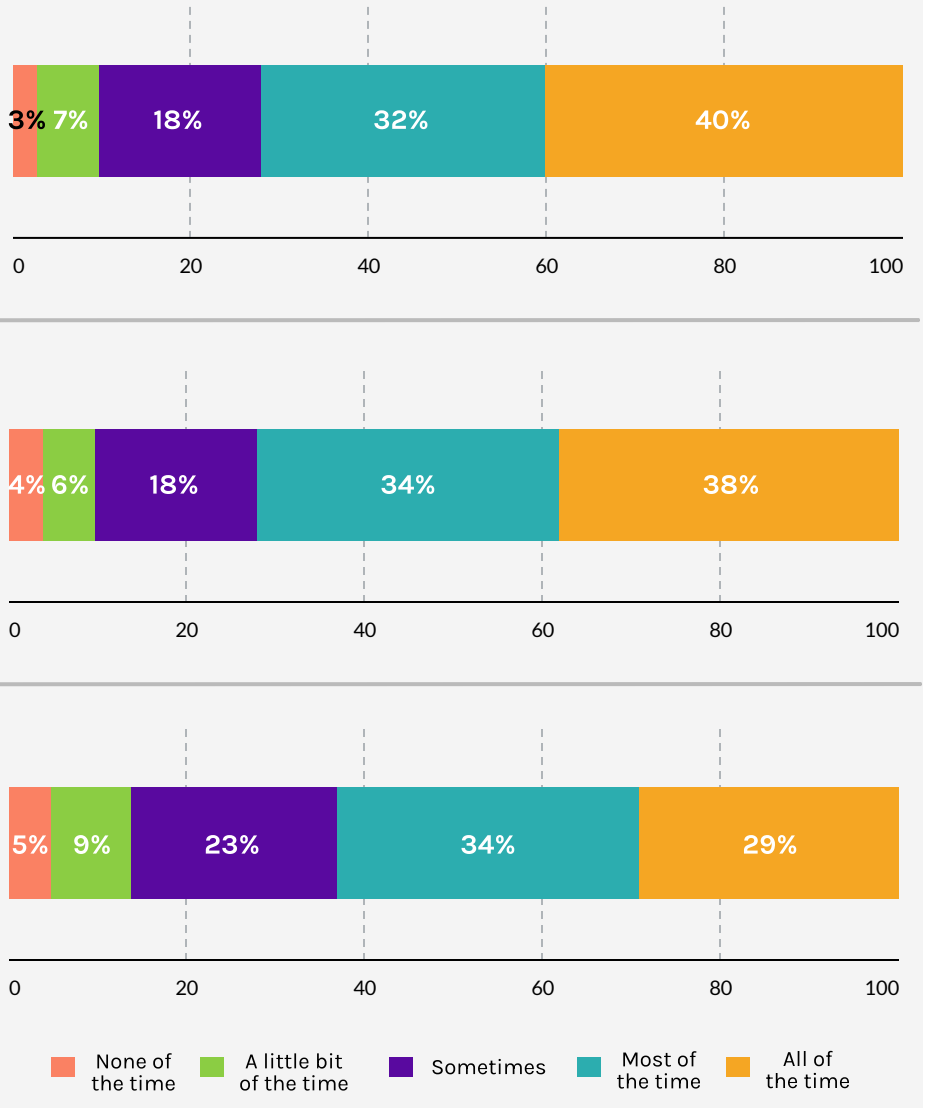
# SELF-AWARENESS AND SELF-MANAGEMENT

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

## BASELINE RESPONSES:

In February, there were over 1,100 Gr. 3-4 students who responded to these questions. On average across the three items in this domain, 69% of students indicated that they demonstrate self-awareness and self-management *most of the time* (33%) or *all of the time* (36%). Of the three items in this domain, students indicated that they can manage their emotions least often. See Figure 63 for a breakdown of students' ratings.

***Figure 63.*** *Gr. 3-4 Students' Baseline Responses Regarding How Often They Demonstrate Self-Awareness and Self-Management*



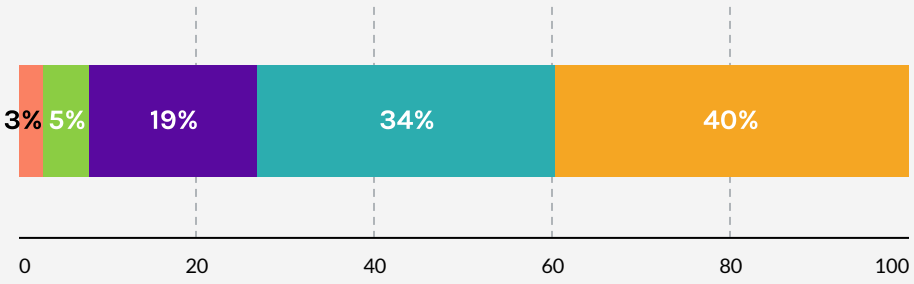
# SELF-AWARENESS AND SELF-MANAGEMENT

## END-OF-YEAR RESPONSES:

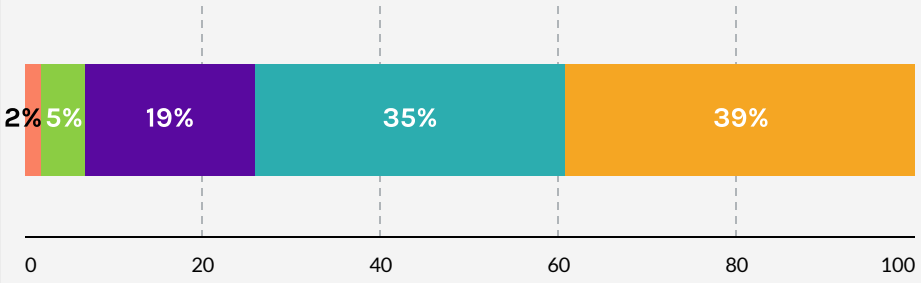
In June, there were over 650 students who responded to these questions. On average across the three items, 72% of students felt they demonstrate self-awareness and self-management *most of the time* (36%) or *all of the time* (36%). As was the case with the baseline data, of the three items in this domain, students indicated that they can manage their emotions least often. See Figure 64 for a breakdown of students' ratings.

***Figure 64.*** *Gr. 3-4 Students' End-of-Year Responses Regarding How Often They Demonstrate Self-Awareness and Self-Management*

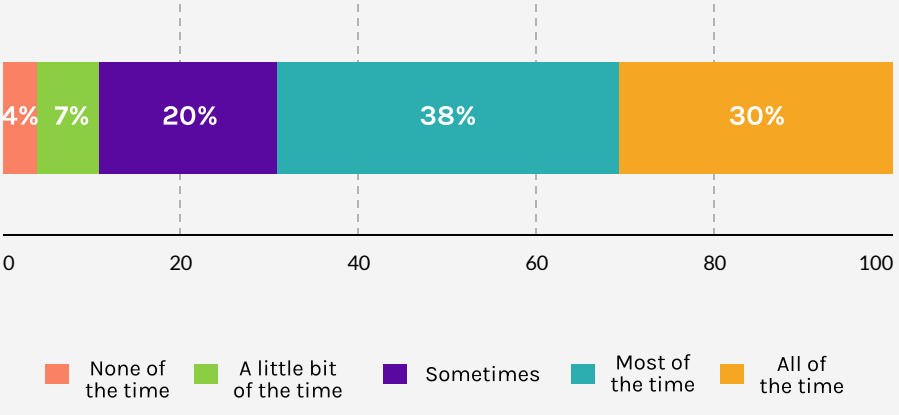
**01. I know what my strengths and positive qualities are**




**02. I understand that my emotions affect my behaviours**




**03. I can manage my emotions**



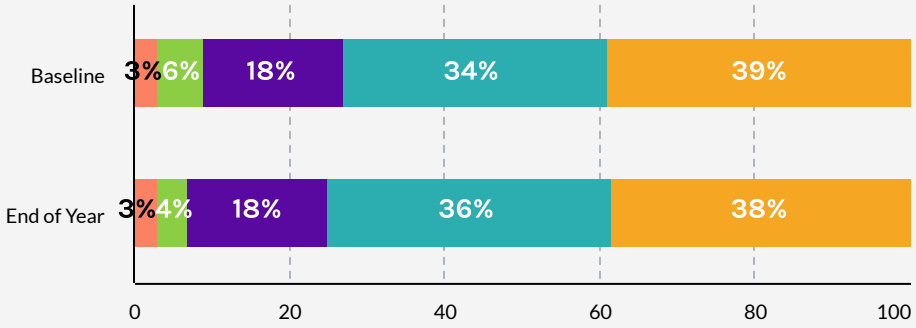
# SELF-AWARENESS AND SELF-MANAGEMENT

## CHANGES BETWEEN BASELINE AND END OF YEAR

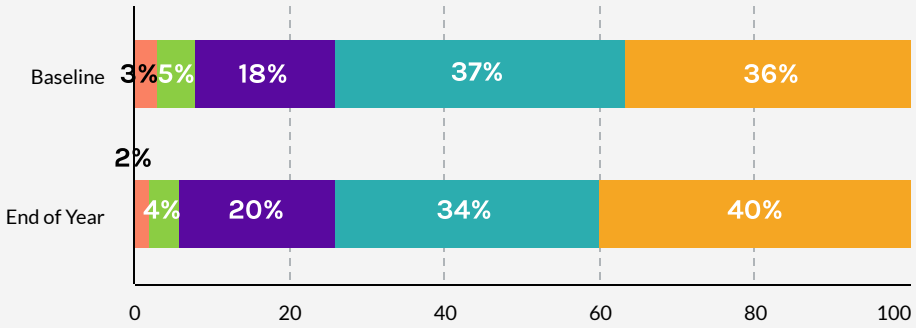
There were roughly 450 Gr. 3-4 students who responded to these questions in February and then again in June. The percentage of students who reported that they understand that their emotions affect their behaviours *all of the time* increased from 36% at baseline to 40% at the end of the year. Additionally, the percentage of students who reported they can manage their emotions *most* or *all of the time* has increased from 63% at baseline to 69% at the end of the year. See Figure 65 for a breakdown of students' baseline and end-of-year ratings.

***Figure 65.*** *Changes Across Gr. 3-4 Students' Baseline and End-of-Year Responses Regarding How Often They Demonstrate Self-Awareness and Self-Management*

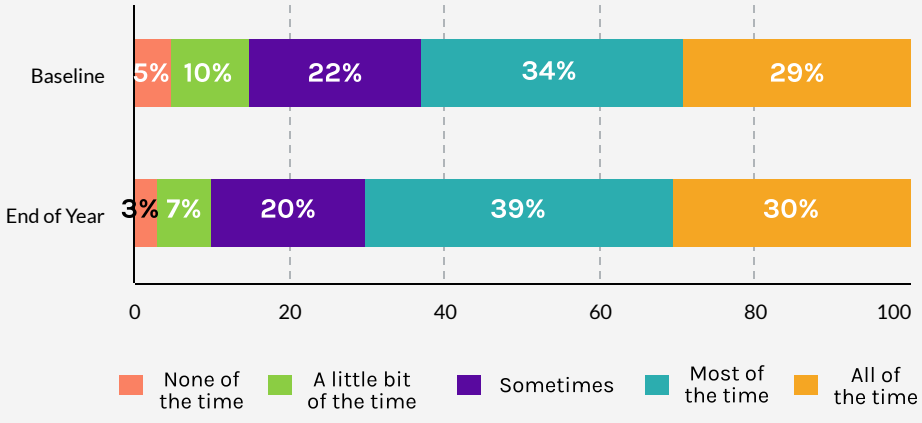
**01. I know what my strengths and positive qualities are**




**02. I understand that my emotions affect my behaviours**




**03. I can manage my emotions**



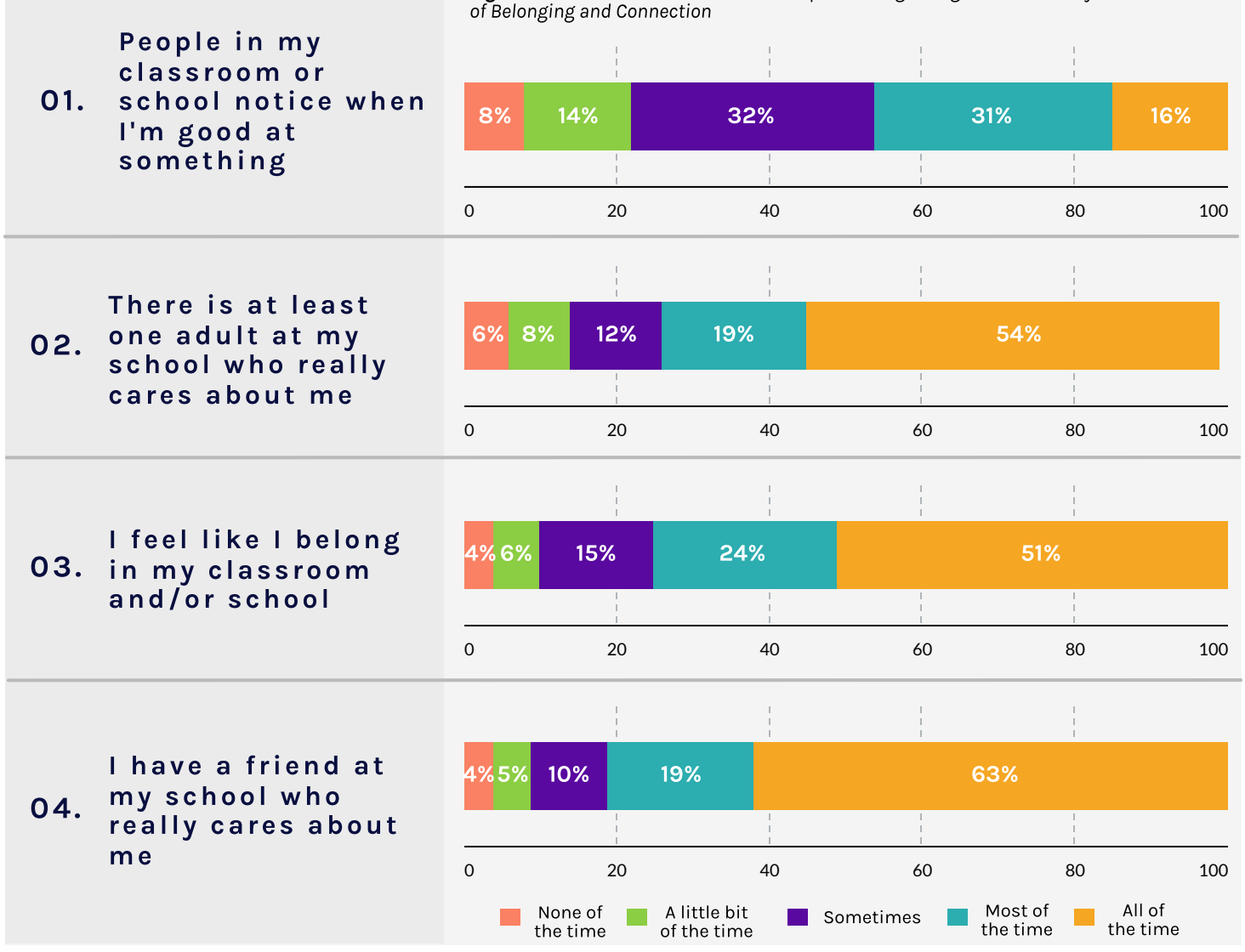
# SENSE OF BELONGING AND CONNECTION TO ONE'S CLASSROOM AND SCHOOL

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

## BASELINE RESPONSES:

In February, there were over 1,100 Gr. 3-4 students who responded to these questions. On average across the four items, 69% of students indicated that they felt a sense of belonging and connection to their classroom and school *most of the time* (23%) or *all of the time* (46%). Over half of students (54%) felt that people in their classroom or school notice when they are good at something only *sometimes* or less. Alternatively, over three-quarters of students (82%) indicated that they have a friend at school who really cares about them *most of the time* or more. See Figure 66 for a breakdown of students' ratings.

***Figure 66.*** *Gr. 3-4 Students' Baseline Responses Regarding How Often They Feel a Sense of Belonging and Connection*

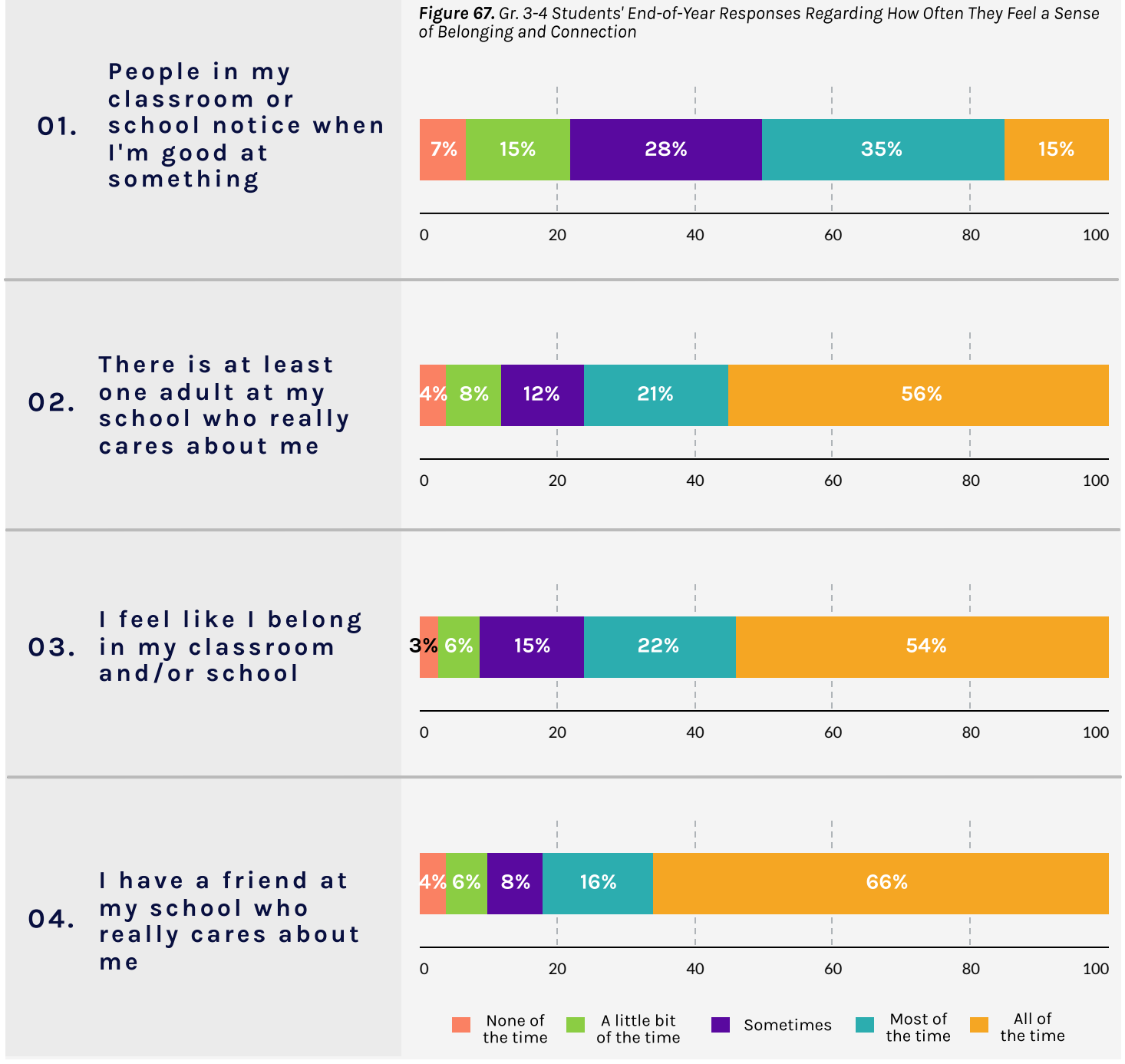


# SENSE OF BELONGING AND CONNECTION TO ONE'S CLASSROOM AND SCHOOL

## END-OF-YEAR RESPONSES:

In June, there were over 650 students who responded to these questions. On average across the four items, 71% of students indicated that they felt a sense of belonging and connection to their classroom and school *most of the time* (24%) or *all of the time* (48%). Half of students (50%) felt that people in their classroom or school notice when they are good at something only *sometimes* or less. Alternatively, over three-quarters of students (82%) indicated that they have a friend at school who really cares about them most or all of the time. See Figure 67 for a breakdown of students' ratings.

***Figure 67.*** *Gr. 3-4 Students' End-of-Year Responses Regarding How Often They Feel a Sense of Belonging and Connection*



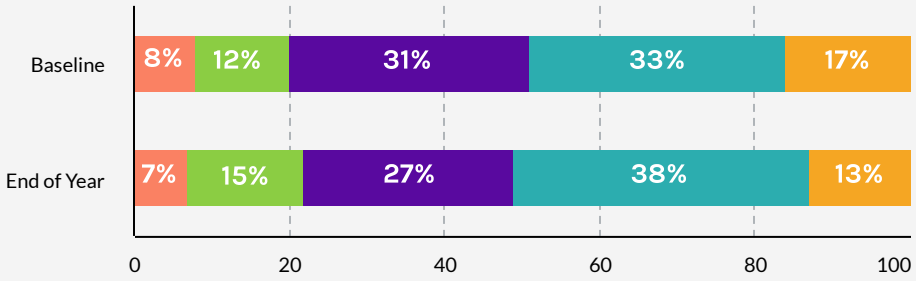
# SENSE OF BELONGING AND CONNECTION TO ONE'S CLASSROOM AND SCHOOL

## CHANGES BETWEEN BASELINE AND END OF YEAR

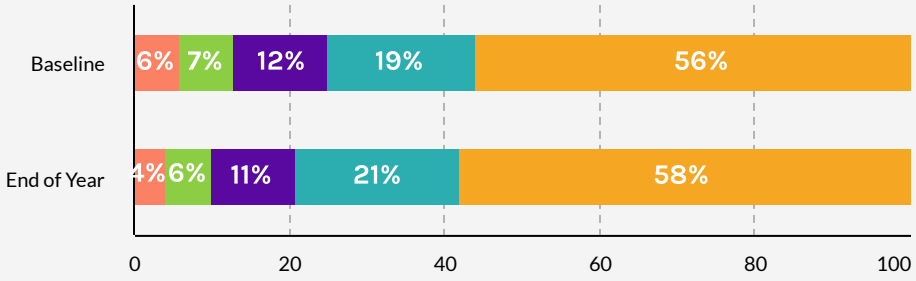
There were approximately 450 Gr. 3-4 students who responded to these questions in February and then again at the end of the year in June. The percentage of students who reported that there is at least one adult at their school who really cares about them *most* or *all of the time* increased from 75% at baseline to 79% at the end of the year. Additionally, the percentage of students who reported that they have a friend at school who really cares about them *all of the time* increased from 65% at baseline to 68% at the end of the year. See Figure 68 for a breakdown of students' baseline and end-of-year ratings.

***Figure 68.*** *Changes Across Gr. 3-4 Students' Baseline and End-of-Year Responses Regarding How Often They Feel a Sense of Belonging and Connection*

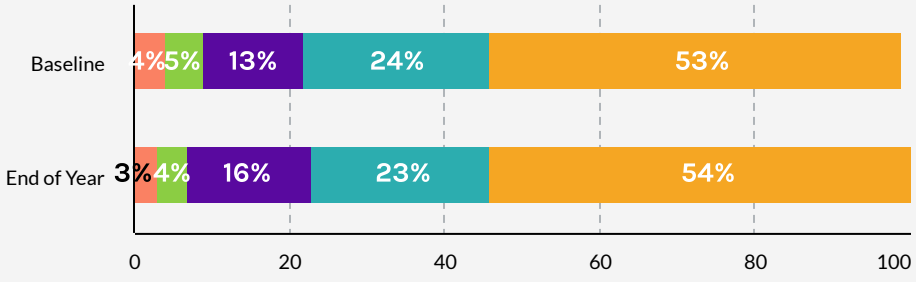
**01. People in my classroom or school notice when I'm good at something**



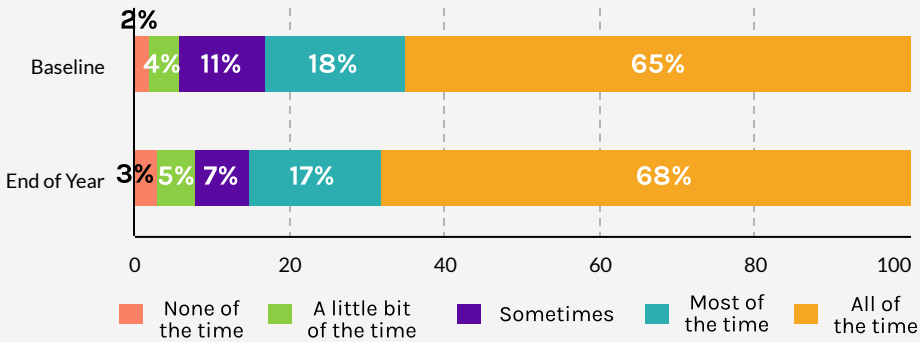

**02. There is at least one adult at my school who really cares about me**




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




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



# CRITICAL THINKING AND DECISION MAKING

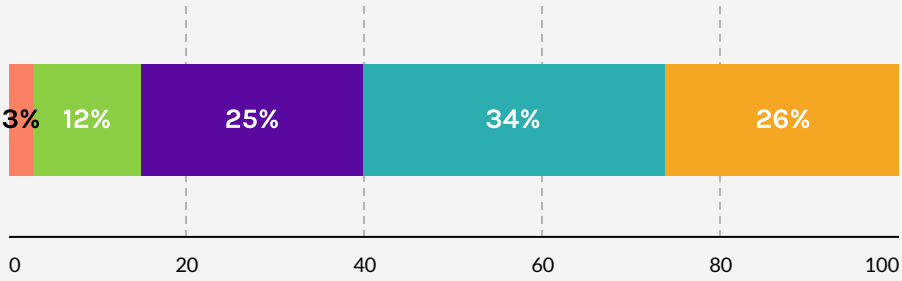
To assess Grade 3-4 students' Critical Thinking and Decision-Making skills, students were asked to indicate how often they (1) think through the consequences of their actions before they make a decision; (2) understand the difference between what's right and wrong; and (3) understand that their choices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

## BASELINE RESPONSES:

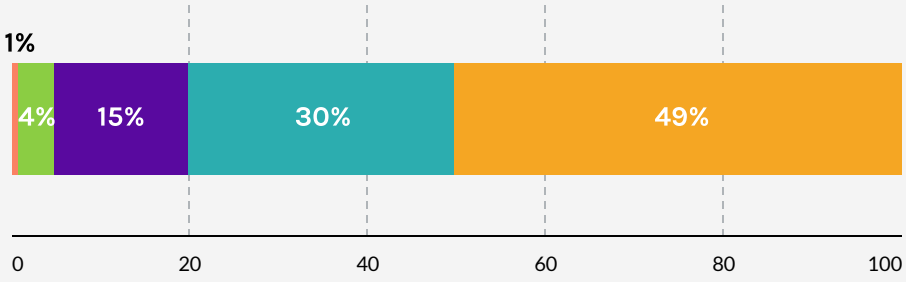
In February, there were over 1,100 Gr. 3-4 students who responded to these questions. On average across the three items, 71% of students indicated that they demonstrate critical thinking and decision-making skills *most of the time* (33%) or *all of the time* (38%). Students indicated that they think through the consequences of their actions before they make a decision least often and understand the difference between what's right and wrong most often. See Figure 69 for a breakdown of students' ratings.

***Figure 69.*** *Gr. 3-4 Students' Baseline Responses Regarding How Often They Demonstrate Critical Thinking and Decision Making*

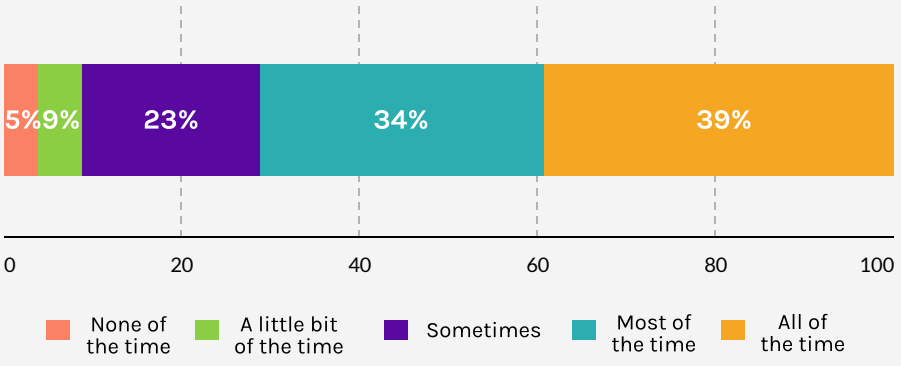
**01. I think through the consequences of my actions before I make a decision**




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




**03. I understand that my choices can affect other people**



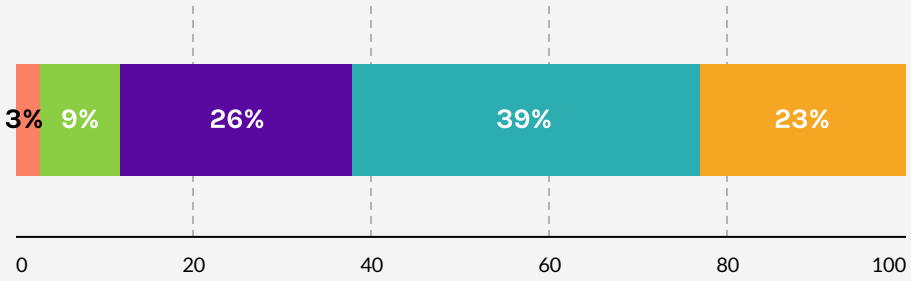
# CRITICAL THINKING AND DECISION MAKING

## END-OF-YEAR RESPONSES:

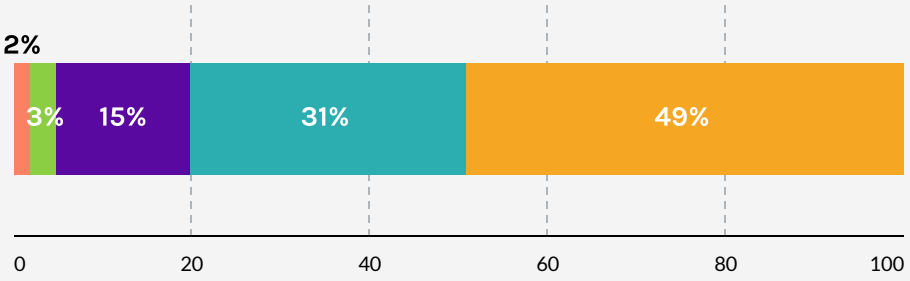
In June, there were over 660 students who responded to these questions. On average across the three items, 73% of students indicated that they demonstrate critical thinking and decision-making skills *most of the time* (36%) or *all of the time* (37%). As with the baseline data, students indicated that they think through the consequences of their actions before they make a decision least often and understand the difference between what's right and wrong most often. See Figure 70 for a breakdown of students' ratings.

***Figure 70.*** *Gr. 3-4 Students' End-of-Year Responses Regarding How Often They Demonstrate Critical Thinking and Decision Making*

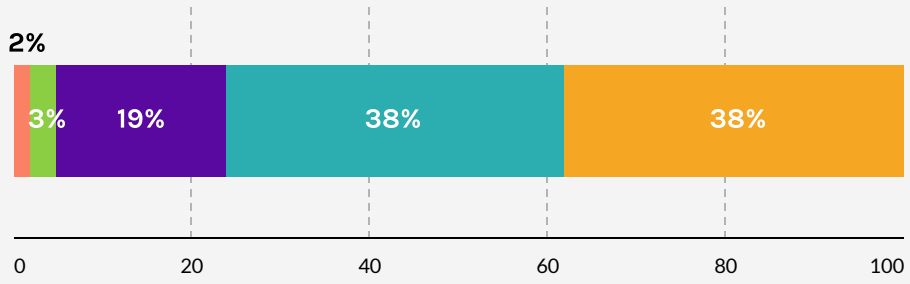
**01. I think through the consequences of my actions before I make a decision**




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




**03. I understand that my choices can affect other people**



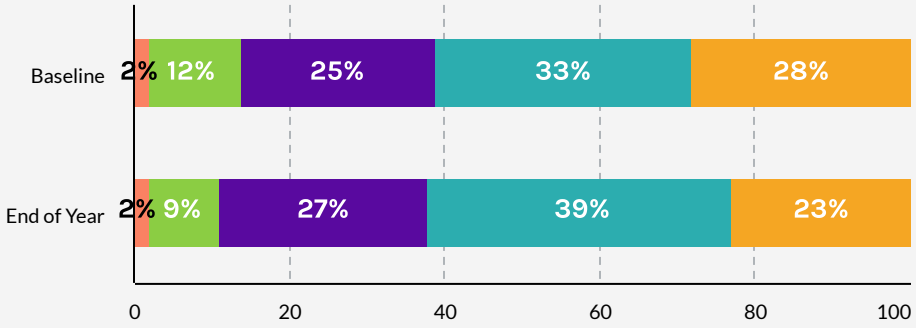
# CRITICAL THINKING AND DECISION MAKING

## CHANGES BETWEEN BASELINE AND END OF YEAR

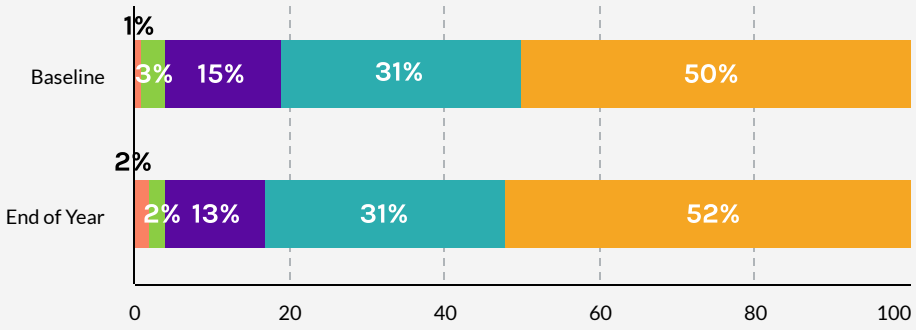
There were approximately 450 Gr. 3-4 students who responded to these questions in February and then again in June. The percentage of students who reported that they understand that their choices can affect other people *most* or *all of the time* increased from 71% at baseline to 78% at the end of the year. Additionally, the percentage of students who reported understanding the difference between what's right and wrong *all of the time* increased slightly from 50% to 52%. See Figure 71 for a breakdown of students' baseline and end-of-year ratings.

***Figure 71.*** *Changes Across Gr. 3-4 Students' Baseline and End-of-Year Responses Regarding How Often They Demonstrate Critical Thinking and Decision Making*

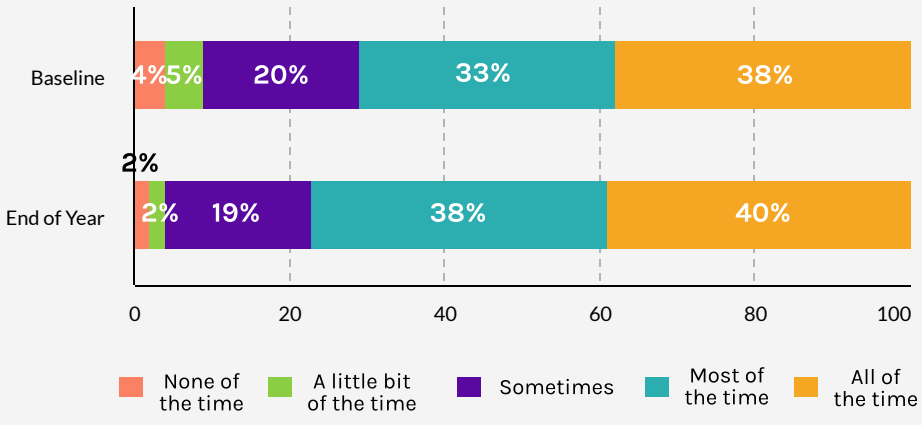
**01. I think through the consequences of my actions before I make a decision**




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




**03. I understand that my choices can affect other people**



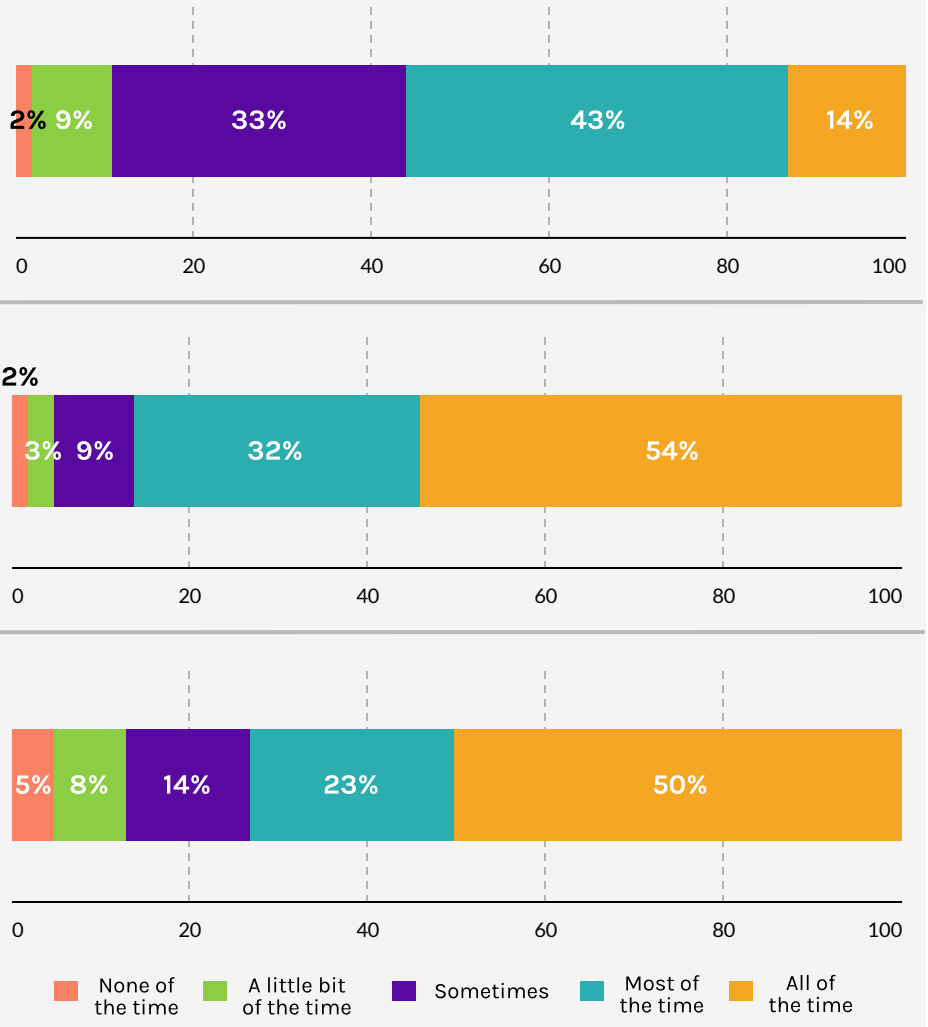
# ABILITY TO DEVELOP AND MAINTAIN HEALTHY RELATIONSHIPS

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

## BASELINE RESPONSES:

In February, there were approximately 1,100 Gr. 3-4 students who responded to these questions. On average across the three items, 72% of students indicated that they are able to develop and maintain healthy relationships *most of the time* (33%) or *all of the time* (39%). The percentage of students who indicated that they feel like they are good friend to other people *most of the time or all of the time* (86%) exceeded the percentage of students who fell into this range for the other two items in this domain by at least 13%. Additionally, of the three items in this domain, students indicated that they are good at solving problems they have with other people least often. See Figure 72 for a breakdown of students' ratings.

***Figure 72.*** *Gr. 3-4 Students' Baseline Responses Regarding How Often They Demonstrate Healthy Relationships*



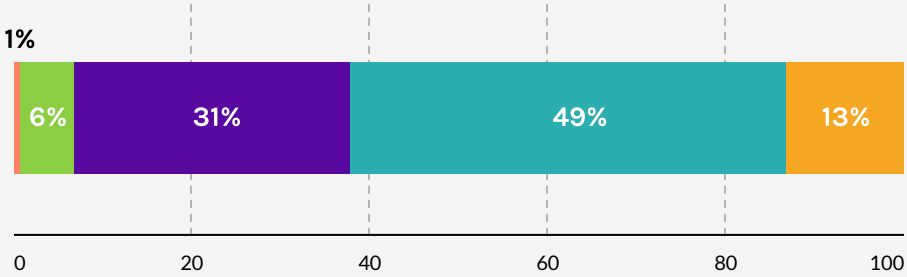
# ABILITY TO DEVELOP AND MAINTAIN HEALTHY RELATIONSHIPS

## END-OF-YEAR RESPONSES:

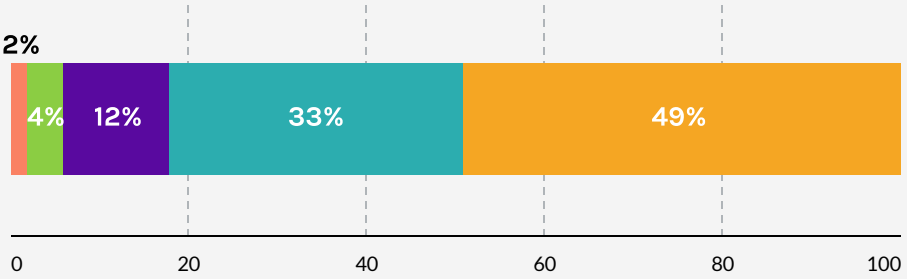
In June, there were over 660 students who responded to these questions. On average across the three items, 72% of students indicated that they are able to develop and maintain healthy relationships *most of the time* (35%) or *all of the time* (38%). Additionally, of the three items in this domain, students indicated that they feel like they are a good friend to other people most often and are good at solving problems they have with other people least often. See Figure 73 for a breakdown of students' ratings.

***Figure 73.*** *Gr. 3-4 Students' End-of-Year Responses Regarding How Often They Demonstrate Healthy Relationships*

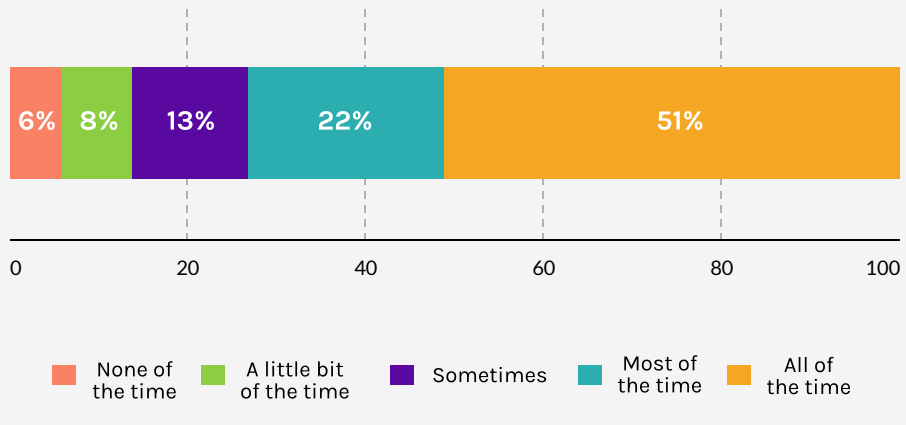
**01. I am good at solving problems I have with other people**




**02. I feel like I am a good friend to other people**




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



# ABILITY TO DEVELOP AND MAINTAIN HEALTHY RELATIONSHIPS

## CHANGES BETWEEN BASELINE AND END OF YEAR

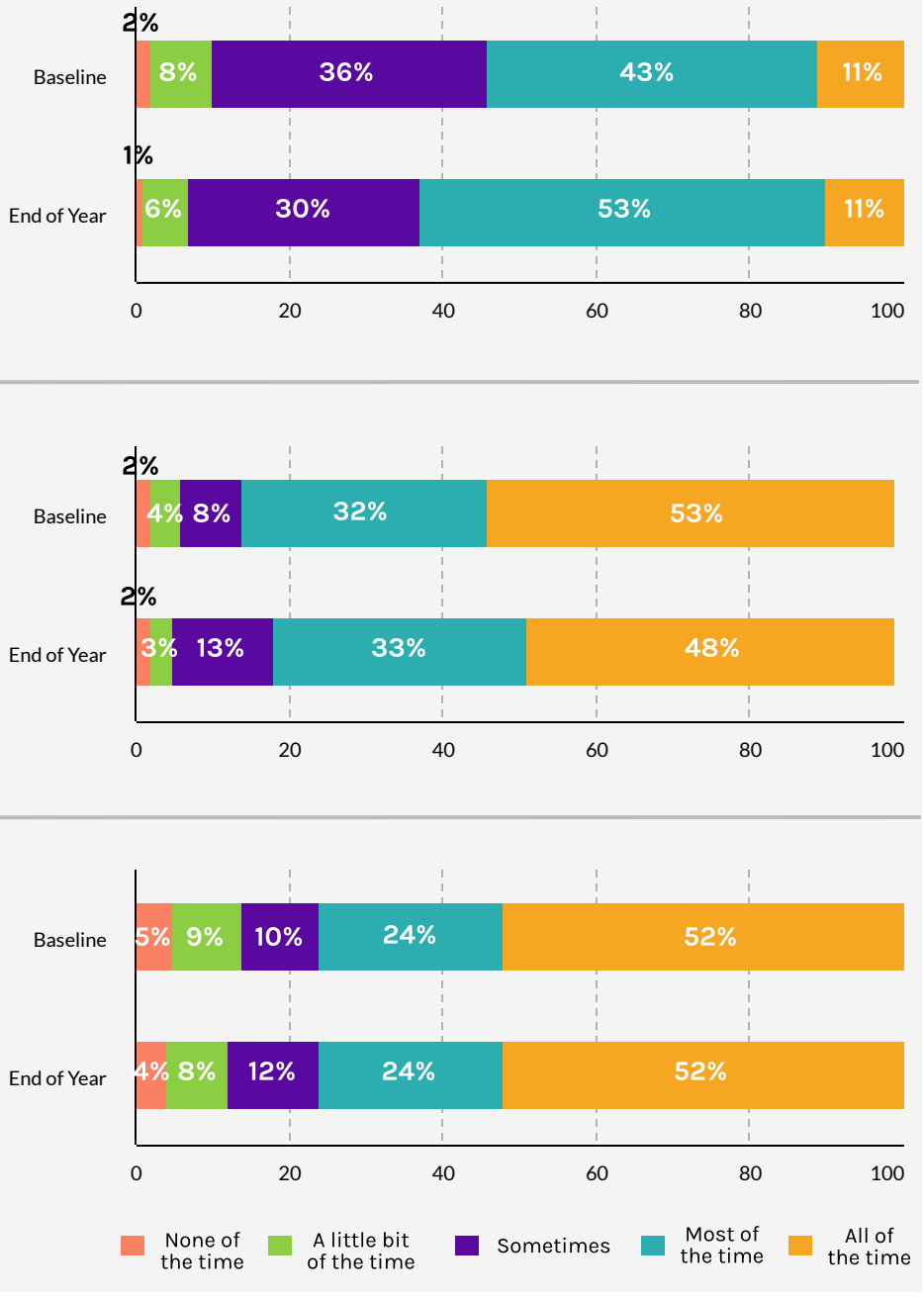
There were approximately 450 Gr. 3-4 students who responded to these questions in February and then again at the end of the year in June. The percentage of students who reported being good at solving problems they have with other people *most* or *all of the time* increased from 54% at baseline to 64% at the end of the year. See Figure 74 for a breakdown of students' baseline and end-of-year ratings.

**01.** I am good at solving problems I have with other people

**02.** I feel like I am a good friend to other people

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

***Figure 74.*** *Changes Across Gr. 3-4 Students' Baseline and End-of-Year Responses Regarding How Often They Demonstrate Healthy Relationships*



# SCHOOL ENGAGEMENT AND ACHIEVEMENT OF ONE'S LEARNING GOALS

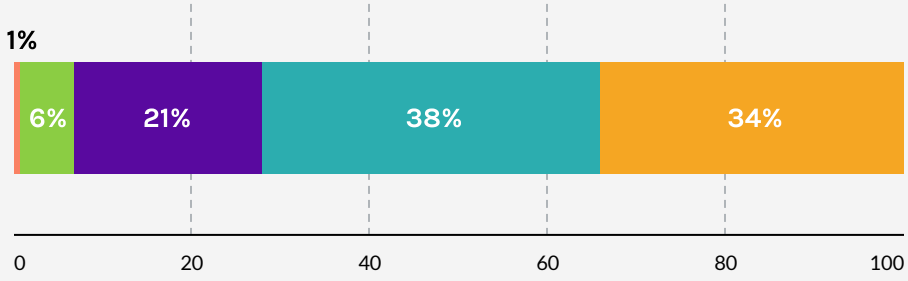
To assess Grade 3-4 students' School Engagement and Achievement of Their Learning Goals, students were asked to indicate how often they (1) feel like if they set their mind on it and work hard, they can learn how to do most things; (2) like to participate in their classroom or school activities; and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

## BASELINE RESPONSES:

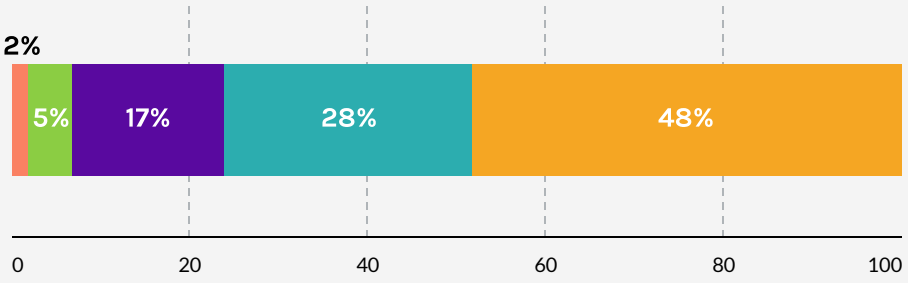
In February, there were over 1,100 Gr. 3-4 students who responded to these questions. On average across the three items, 75% of students demonstrated school engagement and achievement of their learning goals *most of the time* (37%) or *all of the time* (38%). Nearly half of the students (48%) indicated that they like to participate in their classroom or school activities *all of the time*, which exceeded the percentage of students who fell into this range for the other two items in this domain by at least 14%. See Figure 75 for a breakdown of students' ratings.

***Figure 75.*** *Gr. 3-4 Students' Baseline Responses Regarding How Often They Demonstrate School Engagement and Achievement of Learning Goals*

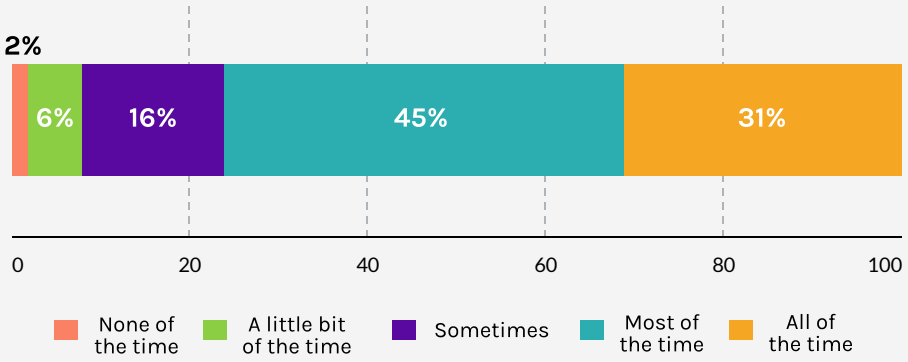
**01. I feel like if I set my mind on it and work hard, I can learn how to do most things**




**02. I like to participate in my classroom or school activities**




**03. I feel like I am able to pay attention in class**



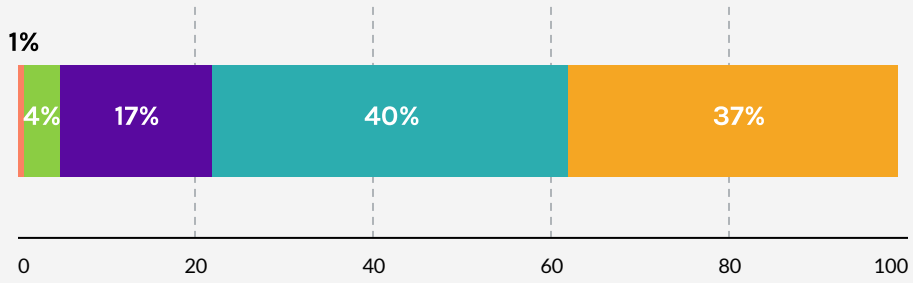
# SCHOOL ENGAGEMENT AND ACHIEVEMENT OF ONE'S LEARNING GOALS

## END-OF-YEAR RESPONSES:

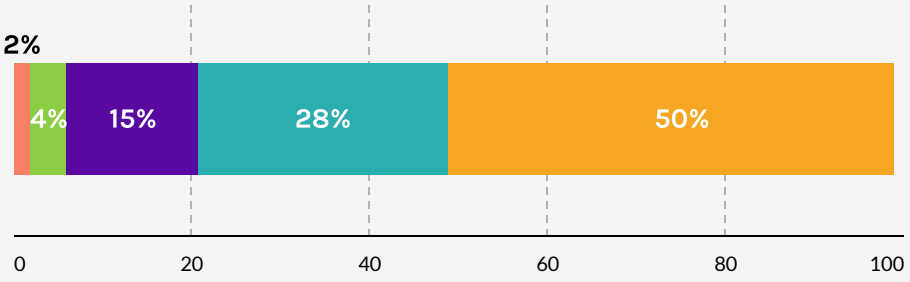
In June, there were over 660 students who responded to these questions. On average across the three items, 77% of students demonstrated school engagement and achievement of their learning goals *most of the time* (38%) or *all of the time* (39%). Half of the students (50%) indicated that they like to participate in their classroom or school activities *all of the time*, which exceeded the percentage of students who fell into this range for the other two items in this domain by at least 13%. See Figure 76 for a breakdown of students' ratings.

***Figure 76.*** *Gr. 3-4 Students' End-of-Year Responses Regarding How Often They Demonstrate School Engagement and Achievement of Learning Goals*

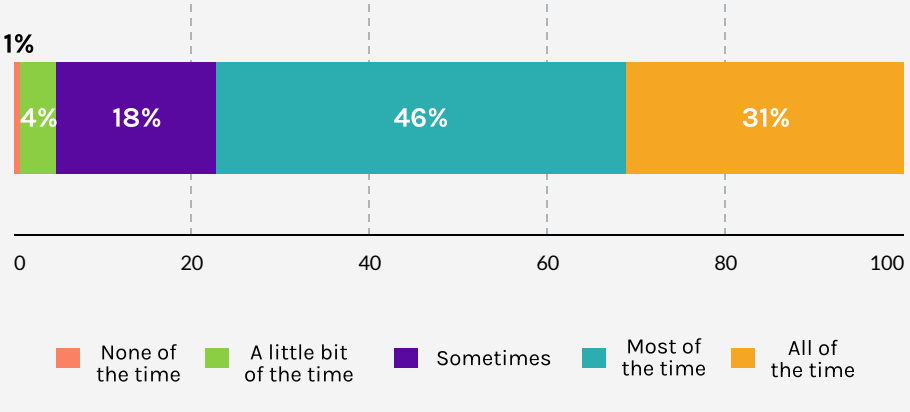
**01. I feel like if I set my mind on it and work hard, I can learn how to do most things**




**02. I like to participate in my classroom or school activities**




**03. I feel like I am able to pay attention in class**



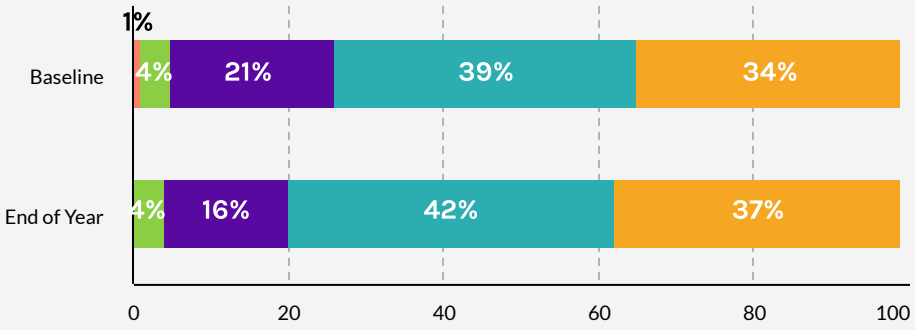
# SCHOOL ENGAGEMENT AND ACHIEVEMENT OF ONE'S LEARNING GOALS

## CHANGES BETWEEN BASELINE AND END OF YEAR

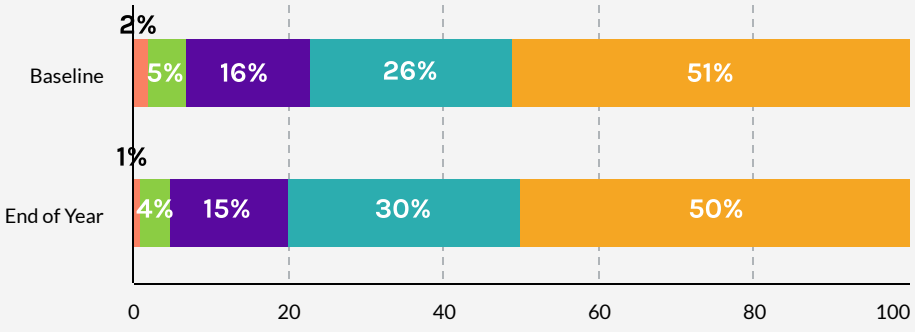
There were over 450 Gr. 3-4 students who responded to these questions in February and then again at the end of the year in June. The percentage of students who reported feeling like they can learn how to do most things if they set their mind on it and work hard *most* or *all of the time* increased from 73% at baseline to 79% at the end of the year. Additionally, 80% of students reported liking to participant in their classroom or school activities *most* or *all of the time* at the end of the year, compared to 77% of students who reported this at baseline. See Figure 77 for a breakdown of students' baseline and end-of-year ratings.

***Figure 77.*** *Changes Across Gr. 3-4 Students' Baseline and End-of-Year Responses Regarding How Often They Demonstrate School Engagement and Achievement of Learning Goals*

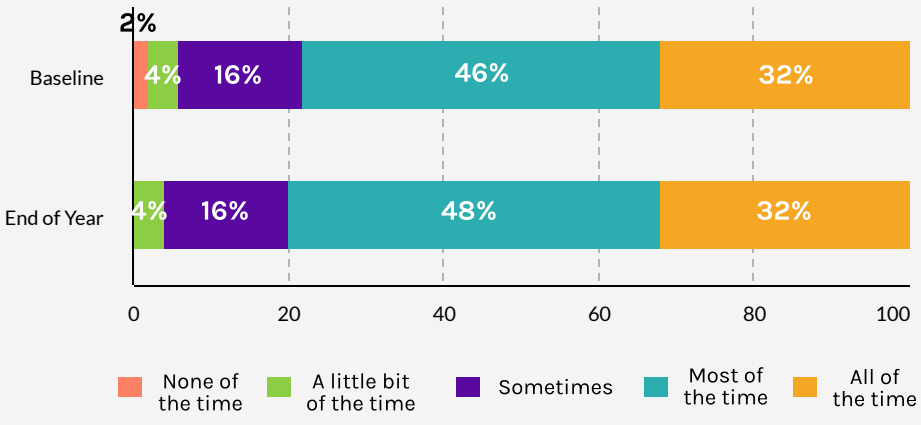
**01. I feel like if I set my mind on it and work hard, I can learn how to do most things**




**02. I like to participate in my classroom or school activities**




**03. I feel like I am able to pay attention in class**



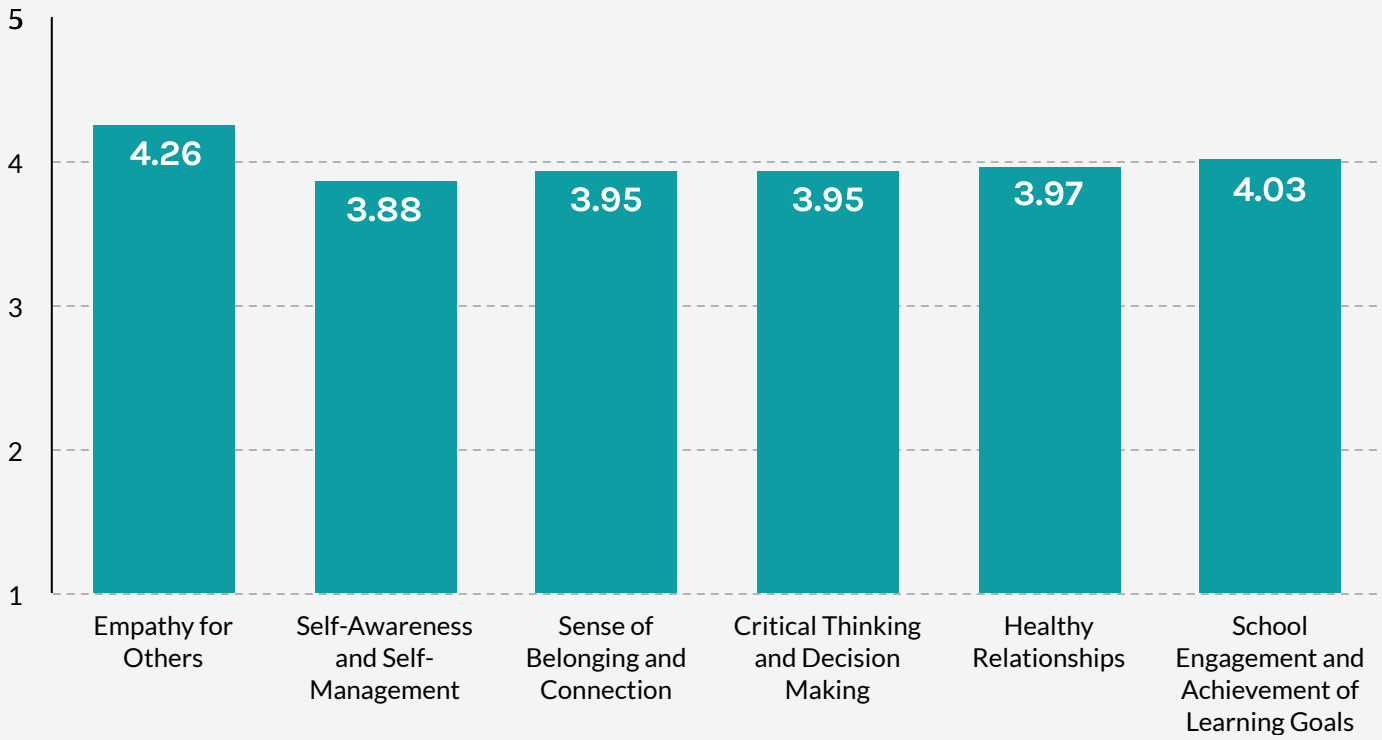
# DIFFERENCES ACROSS SEL DOMAINS

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

## BASELINE RESPONSES

There were 1,140 students who responded to questions across the six domains. Overall, students indicated that they demonstrate Empathy for Others most often and demonstrate Self-Awareness and Self-Management least often. See Figure 78 for a breakdown of students' ratings across the six SEL domains.

***Figure 78.*** *Gr. 3-4 Students' Mean Baseline Ratings of Their Own SEL Across the Six Domains*

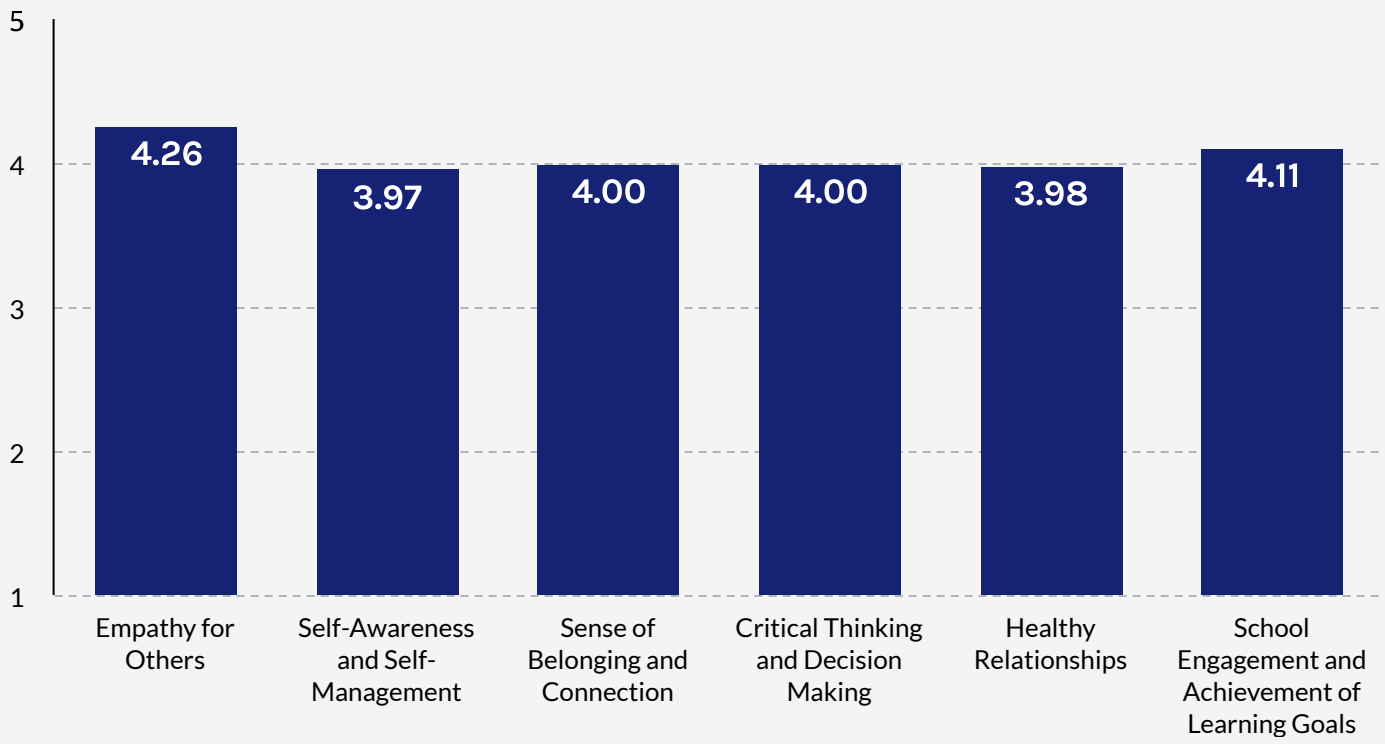


# DIFFERENCES ACROSS SEL DOMAINS

## END-OF-YEAR RESPONSES

There were 671 Gr. 3-4 students who responded to questions across the six domains. Once again, students indicated that they demonstrate Empathy for Others most often and demonstrate Self-Awareness and Self-Management least often. See Figure 79 for a breakdown of students' ratings across the six SEL domains.

***Figure 79.*** *Gr. 3-4 Students' Mean End-of-Year Ratings of Their Own SEL Across the Six Domains*

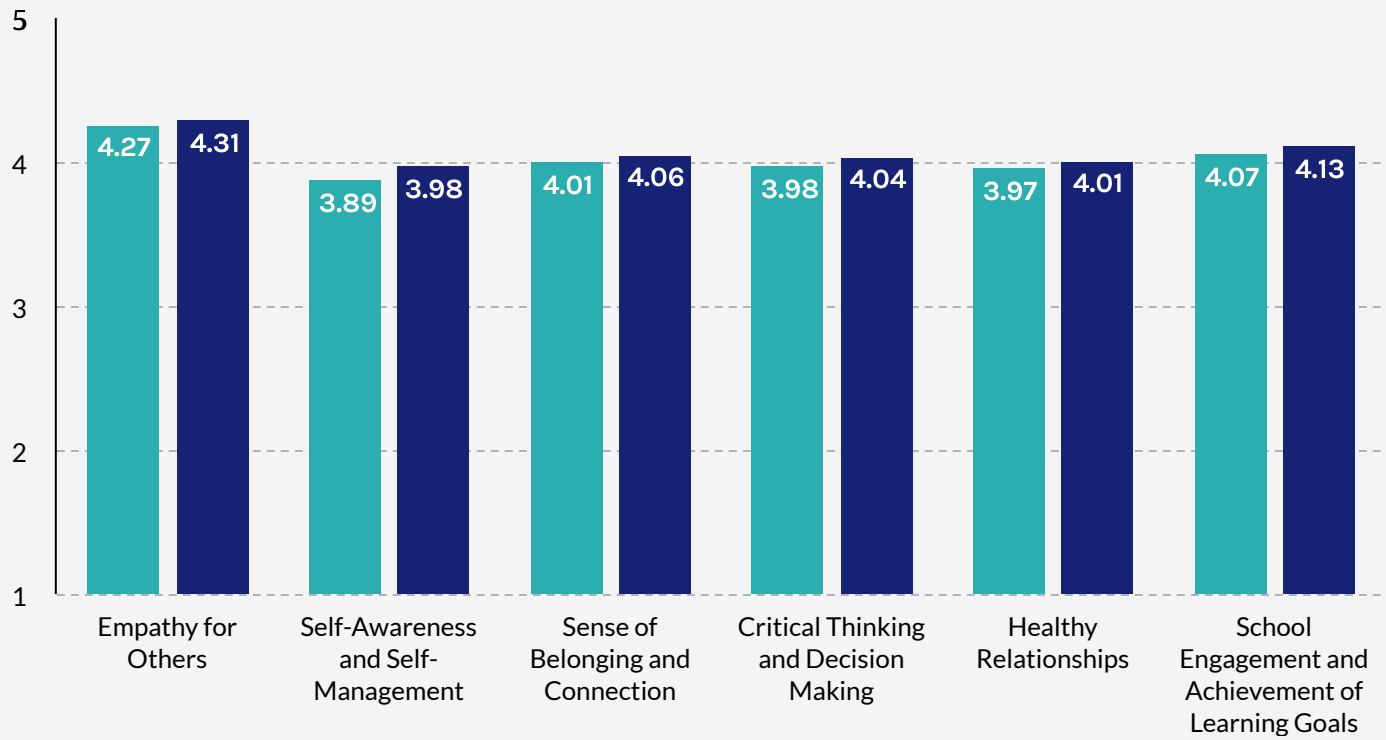


# DIFFERENCES ACROSS SEL DOMAINS

## CHANGES BETWEEN BASELINE AND END OF YEAR

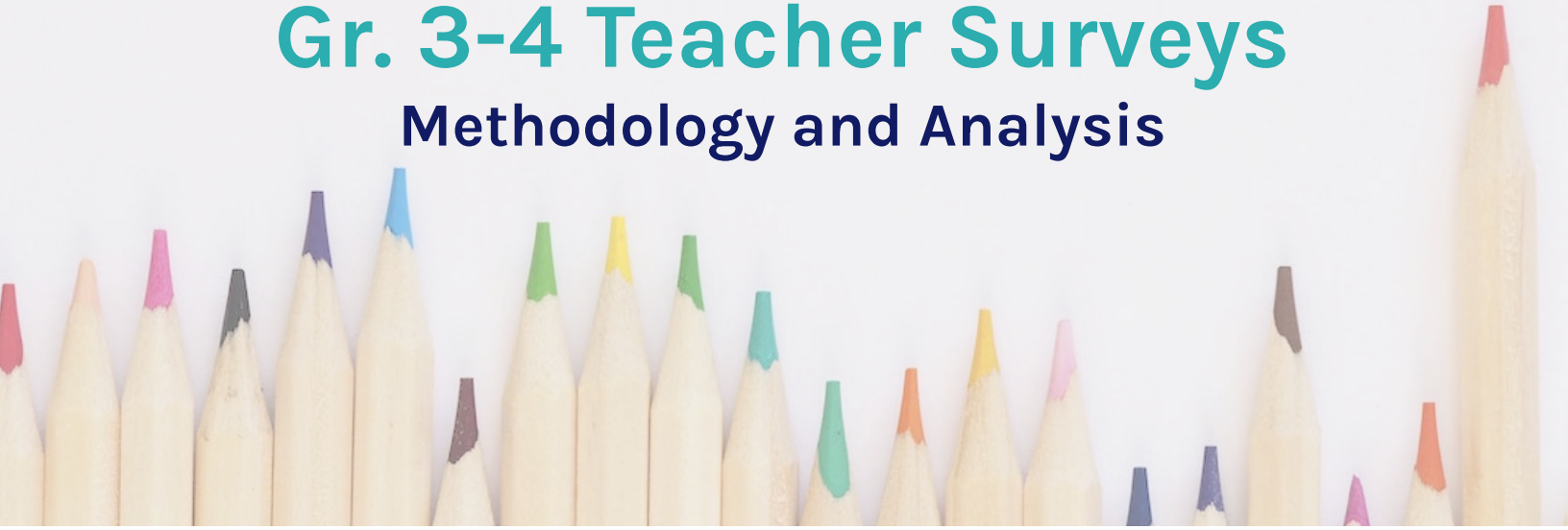
There were 459 students who provided both baseline and end-of-year responses to questions across the six domains. We assessed changes across their baseline and end-of-year responses. Students' average ratings slightly increased between their baseline and end-of-year surveys across all domains. There was a statistically significant increase between students' baseline and end-of-year ratings in the Self-Awareness and Self-Management and School Engagement and Achievement of Learning Goals domains (See Appendix E for statistical analyses). See Figure 80 for a breakdown of students' ratings across the six SEL domains.

***Figure 80.*** *Gr. 3-4 Students' Mean Baseline and End-of-Year Ratings of Their Own SEL Across the Six Domains*



# Gr. 3-4 Teacher Surveys

## Methodology and Analysis



Gr. 3-4 Teachers were invited to answer questions about their perceptions of their students' SEL competencies in six domains: (1) Empathy for Others; (2) Self-Awareness and Self-Management; (3) Sense of Belonging and Connection to Their Classroom and School; (4) Critical Thinking and Decision Making; (5) Healthy Relationships; and (6) School Engagement and Achievement of Learning Goals (see Appendix A). There were 26 items in total.

The questions consisted of several statements for which teachers had to indicate the percentage of time that their students demonstrated certain SEL competencies or desired outcomes. They had 10 response options which ranged from 0-100% of the time in 10% increments with an 11th option of "I don't know/no opinion". This 10-point response scale was then transformed into a 5-point scale as follows:

| | |
|---|---|
| 0-10% of the time | Almost none or none of the time |
| 11-20% of the time | |
| 21-30% of the time | Some of the time |
| 31-40% of the time | |
| 41-50% of the time | About half of the time |
| 51-60% of the time | |
| 61-70% of the time | Most of the time |
| 71-80% of the time | |
| 81-90% of the time | Almost all or all of the time |
| 91-100% of the time | |

This data was then calculated and represented as the percentage of teachers' responses that fell into each of the six response categories.

**BASELINE SURVEYS**

There were 54 Gr. 3-4 teachers from 28 schools who completed the baseline surveys in Microsoft Forms between between January 24, 2022 and March 8, 2022.

**END-OF-YEAR SURVEYS**

There were 17 Gr. 3-4 teachers from 9 schools who completed the end-of-year surveys in Microsoft Forms between between May 31, 2022 and June 23, 2022.

# EMPATHY FOR OTHERS

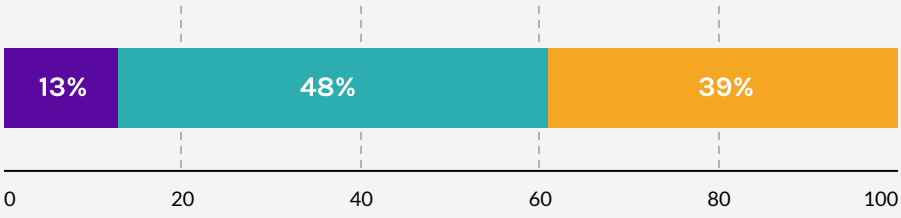
To assess students' Empathy for Others, Gr. 3-4 teachers were asked to indicate the percentage of the time that (1) their students care about how other people feel; (2) their students try to cheer people up when they are feeling sad; (3) their students try to understand how other people think and feel; and (4) it bothers their students when they see someone being mean to someone else. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time to Almost All or All of the Time* and a sixth option of *I don't know/no response.*

## BASELINE RESPONSES:

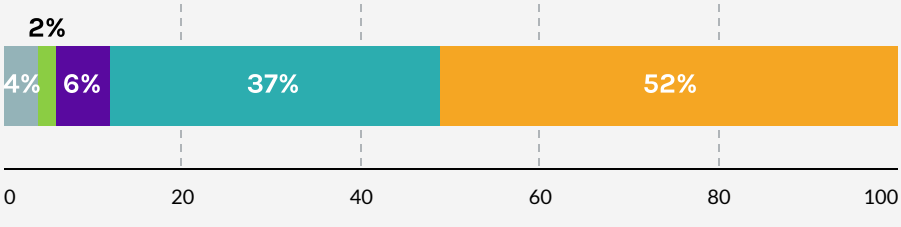
In February, there were over 50 Gr. 3-4 teachers who responded to these questions. On average across the four items, 88% of teachers indicated that their students demonstrate empathy for others most or all of the time. Of the four items in this domain, Gr. 3-4 teachers indicated that it bothers their students when they see someone being mean to someone else most often and that their students try to understand how other people think and feel least often. See Figure 81 for a breakdown of Gr. 3-4 teachers' ratings.

***Figure 81.*** *Gr. 3-4 Teachers' Baseline Responses Regarding How Often Their Students Demonstrate Empathy for Others*

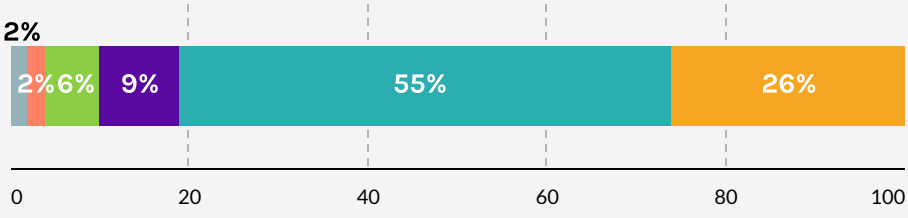
**01. My students care about how other people feel**



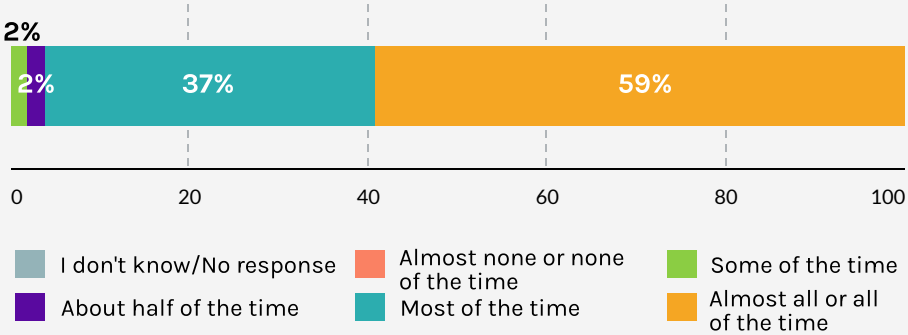

**02. My students try to cheer people up when they are feeling sad**




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




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



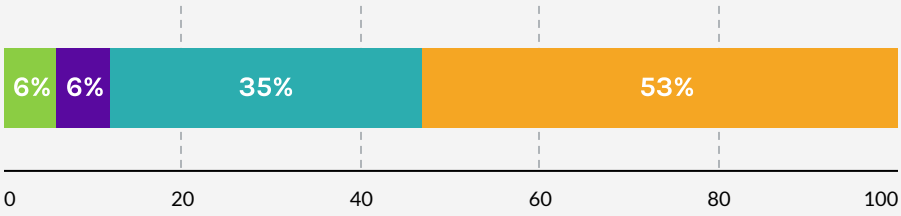
# EMPATHY FOR OTHERS

## END-OF-YEAR RESPONSES:

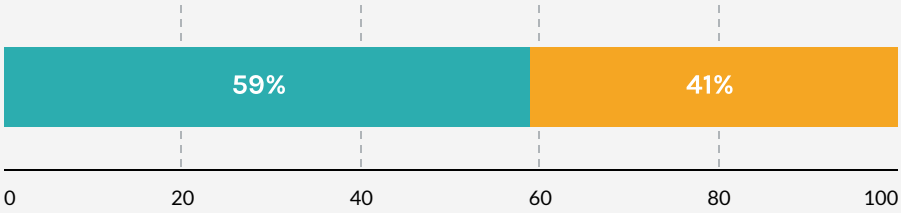
In June, there were 17 Gr. 3-4 teachers who responded to these questions. On average across the four items, 90% of teachers indicated that their students demonstrate empathy for others most or all of the time. All teachers (100%) reported that their students try to cheer people up when they are feeling sad most or all of the time, which exceeded the percentage of teachers who responded in this range for this item at baseline (89%). As with the baseline ratings, of the four items in this domain, teachers indicated that their students try to understand how other people think and feel least often. See Figure 82 for a breakdown of Gr. 3-4 teachers' ratings.

***Figure 82.*** *Gr. 3-4 Teachers' End-of-Year Responses Regarding How Often Their Students Demonstrate Empathy for Others*

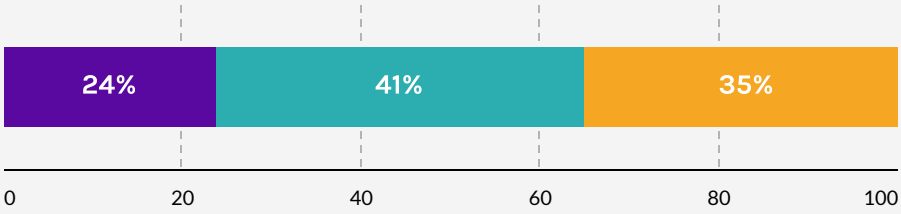
**01. My students care about how other people feel**



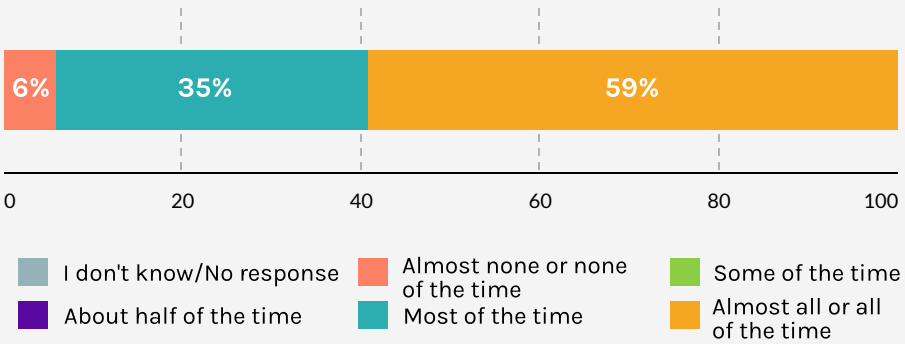

**02. My students try to cheer people up when they are feeling sad**




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




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



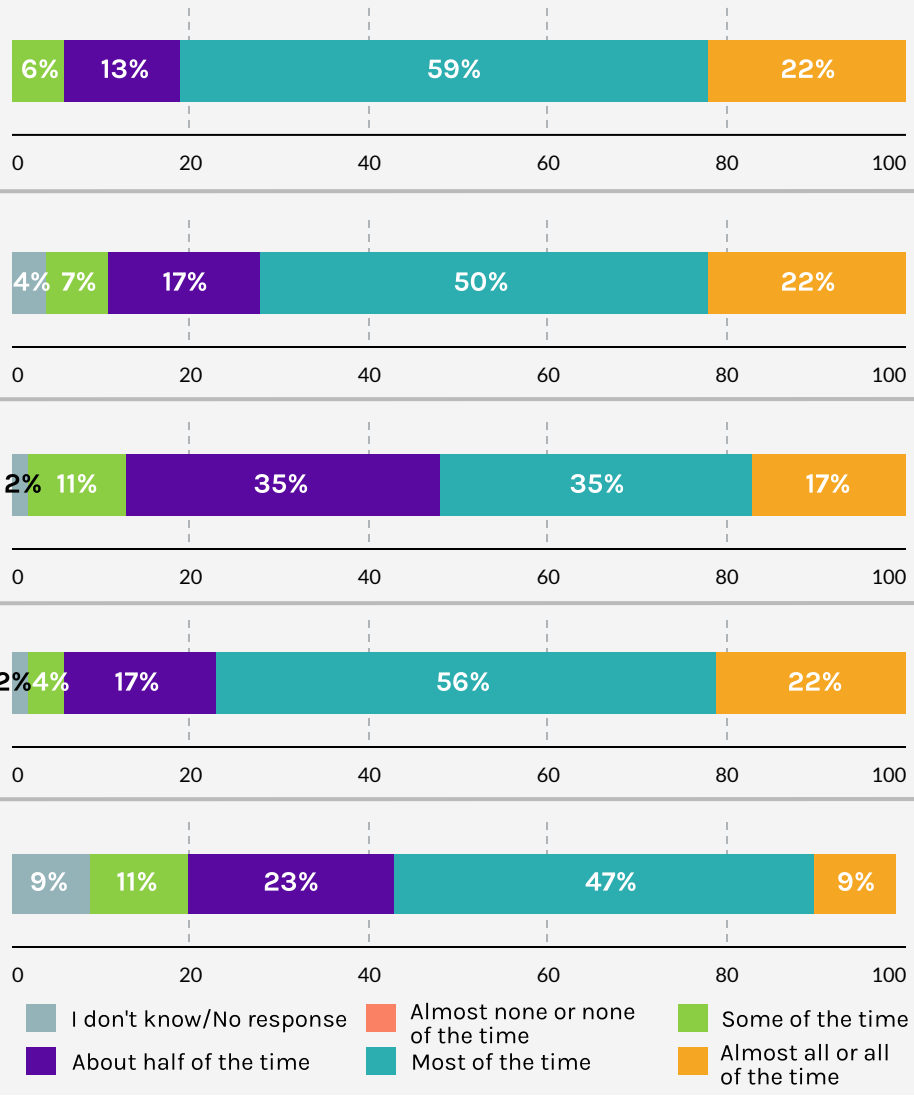
# SELF-AWARENESS AND SELF-MANAGEMENT

To assess students' development of Self-Awareness and Self-Management, Gr. 3-4 teachers were asked to indicate the percentage of the time that their students (1) know what their strengths and positive qualities are; (2) understand that their emotions affect their behaviours; (3) are good at setting goals for themselves; (4) can manage their emotions; and (5) know how to deal with difficulties in their lives. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time to Almost All or All of the Time* and a sixth option of *I don't know/no response.*

## BASELINE RESPONSES:

In February, there were over 50 Gr. 3-4 teachers who responded to these questions. On average across the five items, 68% of teachers indicated that their students demonstrate self-awareness and self-management most or all of the time. Additionally, 81% of K-2 teachers indicated that their students know what their strengths and positive qualities are most or all of the time, which is the highest percentage of teachers responding in this range across the five items in this domain. See Figure 83 for a breakdown of Gr. 3-4 teachers' ratings.

***Figure 83.*** *Gr. 3-4 Teachers' Baseline Responses Regarding How Often Their Students Demonstrate Self-Awareness and Self-Management*

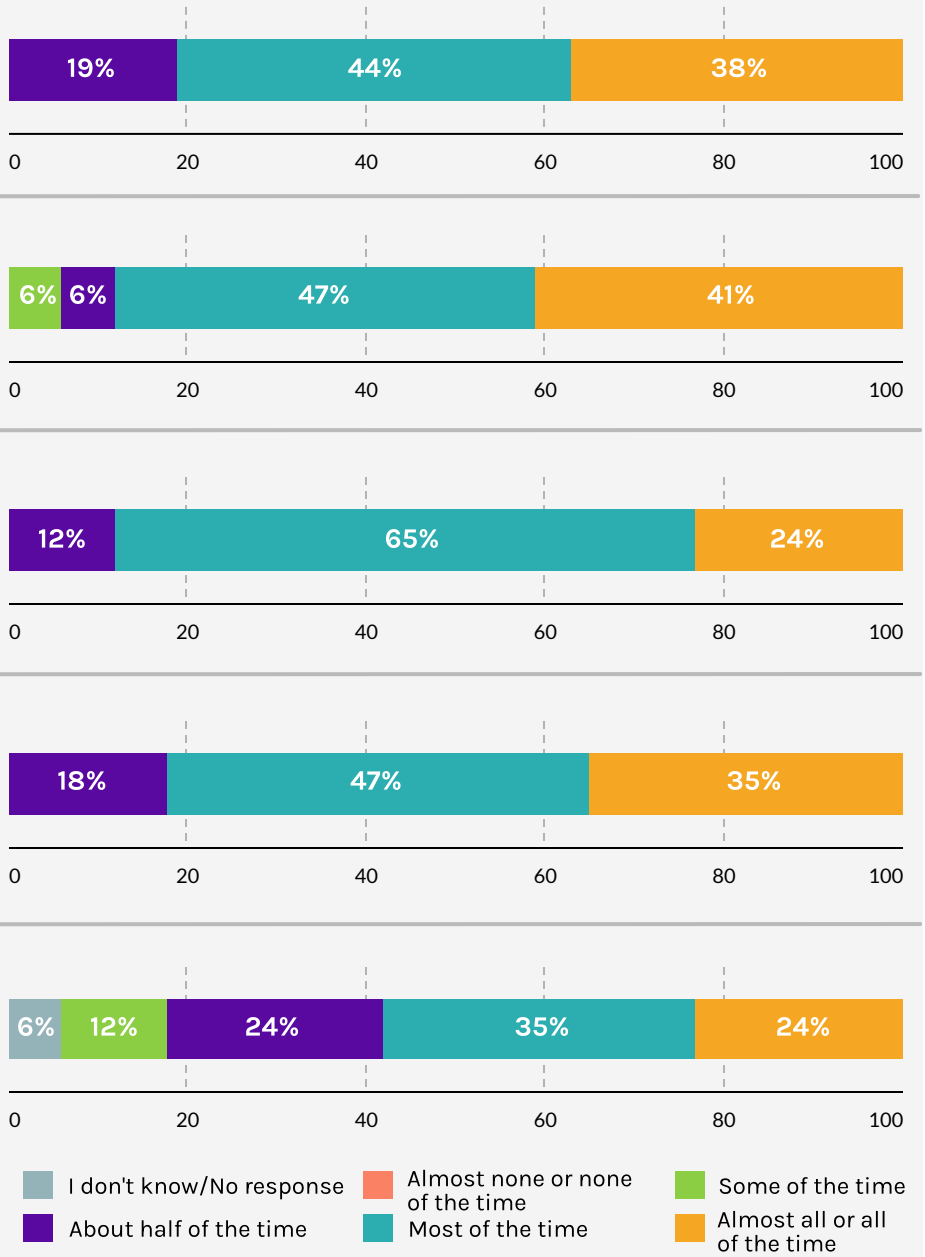


# SELF-AWARENESS AND SELF-MANAGEMENT

## END-OF-YEAR RESPONSES:

In June, there were nearly 20 Gr. 3-4 teachers who responded to these questions. On average across the five items, 80% of teachers indicated that their students demonstrate self-awareness and self-management most or all of the time, which exceeded the baseline average percentage of teachers who responded in this range (68%). While 52% of teachers indicated that their students are good at setting goals for themselves most or all of the time at baseline, 89% of teachers indicated that their students are good at setting goals for themselves most or all of the time at the end of the year, representing a substantial increase. See Figure 84 for a breakdown of Gr. 3-4 teachers' ratings.

***Figure 84.*** *Gr. 3-4 Teachers' End-of-Year Responses Regarding How Often Their Students Demonstrate Self-Awareness and Self-Management*



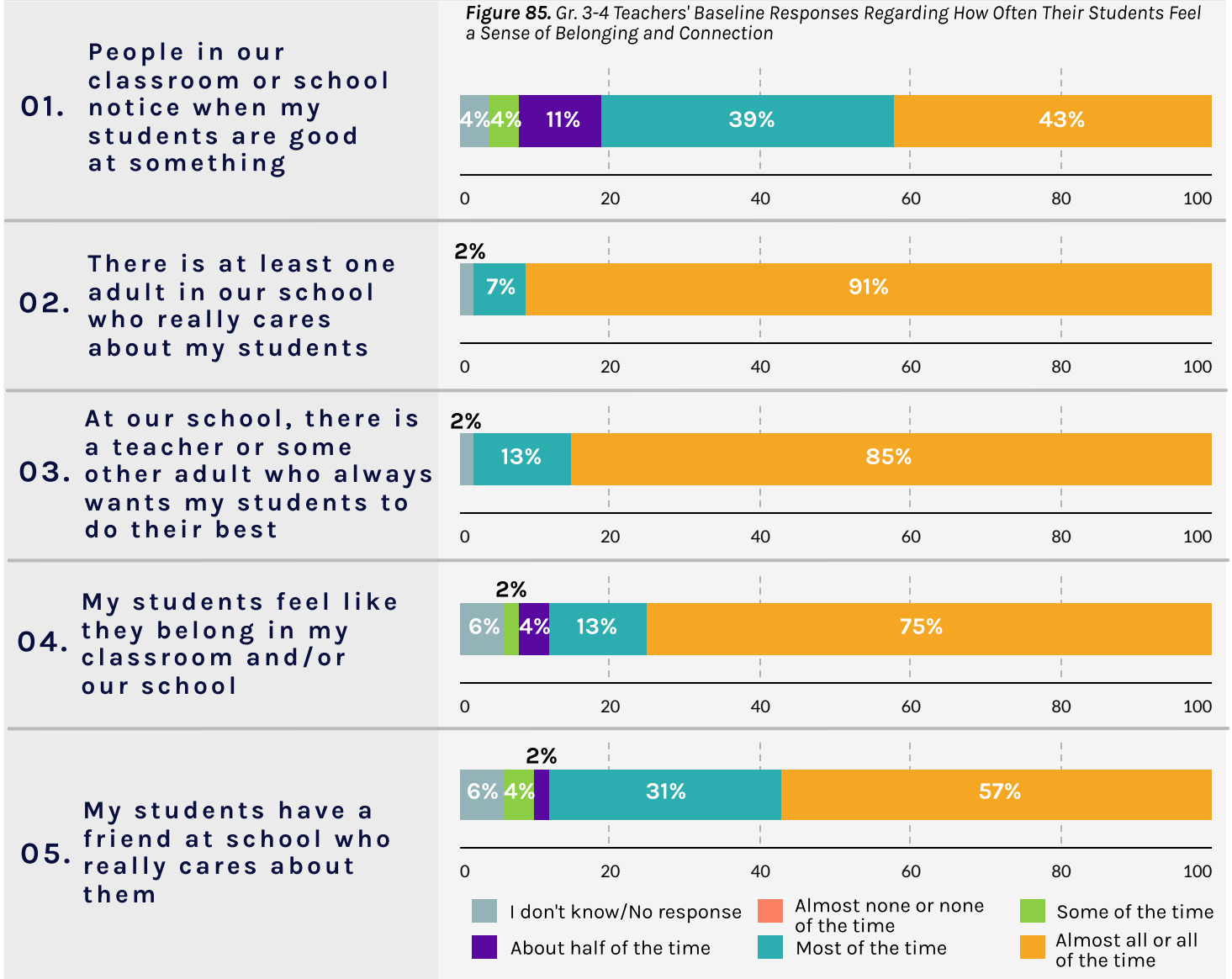
# SENSE OF BELONGING AND CONNECTION TO ONE'S CLASSROOM AND SCHOOL

To assess students' Sense of Belonging and Connection to Their Classroom and School, Gr. 3-4 teachers were asked to indicate the percentage of the time that (1) people in their classroom or school notice when their students are good at something; (2) there is at least one adult in their school who really cares about their students; (3) their students have a teacher or some other adult who always wants them to do their best; (4) their students feel like they belong in their classroom and/or school; and (5) their students have a friend at school who really cares about them. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time* to *Almost All or All of the Time* and a sixth option of *I don't know/no response.*

## BASELINE RESPONSES:

In February, there were over 50 Gr. 3-4 teachers who responded to these questions. Nearly half of teachers (43%) indicated that people in their classroom or school notice when their students are good at something almost all or all of the time. Across the five items in this domain, Gr. 3-4 teachers indicated that there is at least one adult at school who cares about their students most often. See Figure 85 for a breakdown of teachers' ratings.

***Figure 85.*** *Gr. 3-4 Teachers' Baseline Responses Regarding How Often Their Students Feel a Sense of Belonging and Connection*

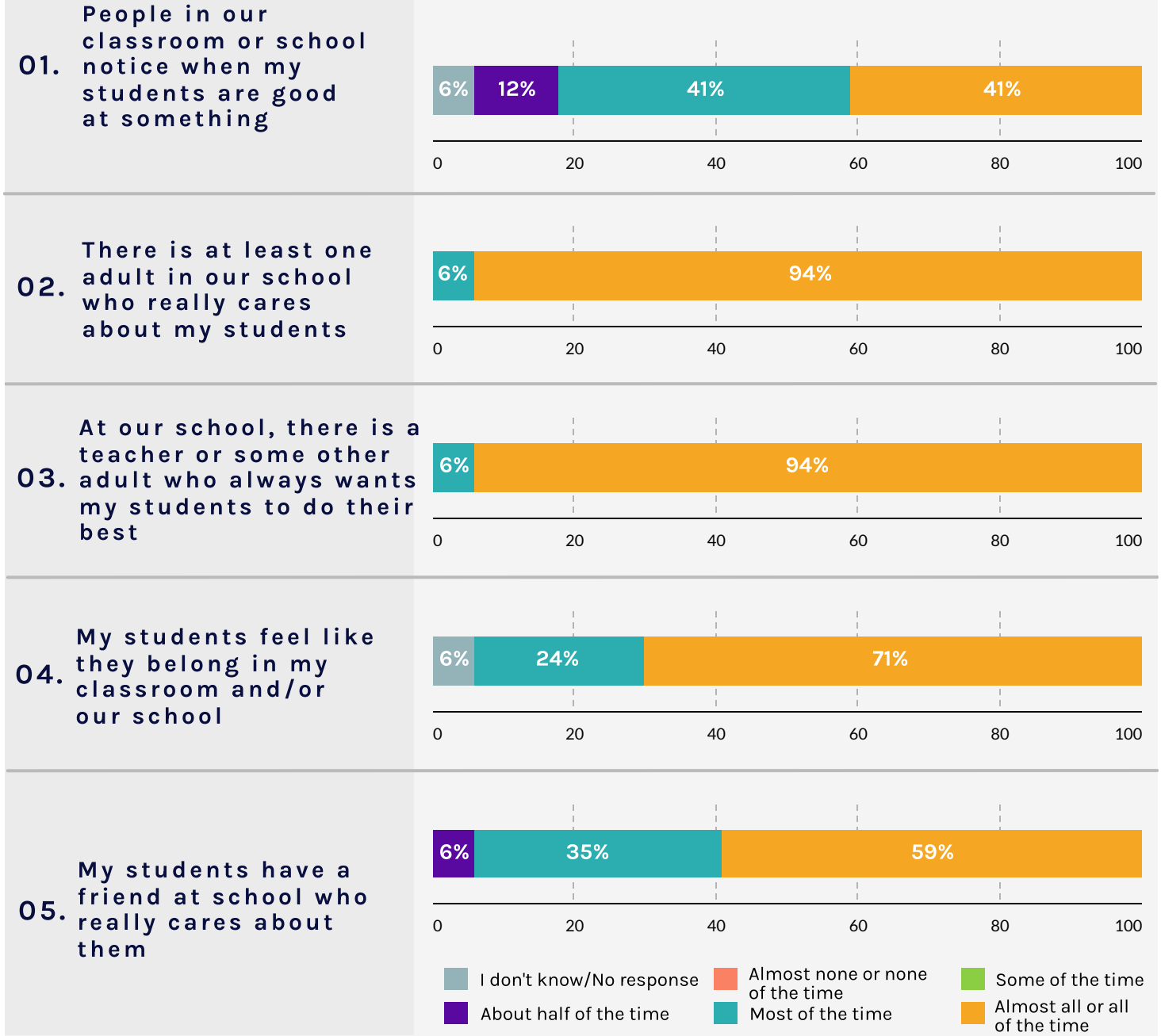


# SENSE OF BELONGING AND CONNECTION TO ONE'S CLASSROOM AND SCHOOL

## END-OF-YEAR RESPONSES:

In June, there were 17 Gr. 3-4 teachers who responded to these questions. All teachers (100%) indicated that there is at least one adult at school who really cares about their students and there is a teacher or some other adult who always wants their students to do their best most or all of the time, which exceeded the percentage of teachers who responded in this range for these two questions at baseline. Additionally, while 88% of teachers reported that their students feel like they belong in their classroom and/or school most or all of the time at baseline, 95% of teachers reported that their students feel like they belong most or all of the time at the end of the year. See Figure 86 for a breakdown of Gr. 3-4 teachers' ratings.

***Figure 86.*** *Gr. 3-4 Students' End-of-Year Responses Regarding How Often They Feel a Sense of Belonging and Connection*



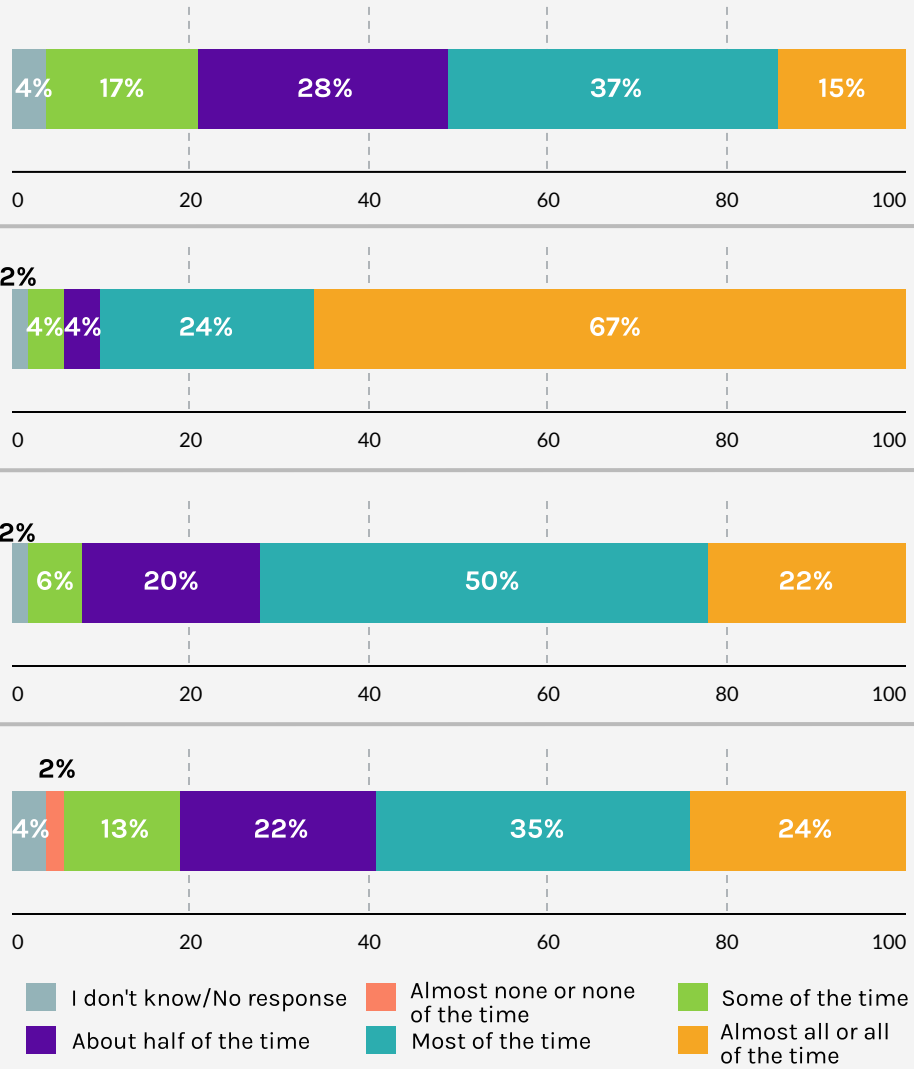
# CRITICAL THINKING AND DECISION MAKING

To assess students' development of Critical Thinking and Decision Making, Gr. 3-4 teachers were asked to indicate the percentage of the time that their students (1) think through the consequences of their actions before they make a decision; (2) understand the difference between what's right and wrong; (3) understand that their choices can affect other people; and (4) understand that their choices can impact their future. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time to Almost All or All of the Time* and a sixth option of *I don't know/no response.*

## BASELINE RESPONSES:

In February, there were 54 Gr. 3-4 teachers who responded to these questions. Over half of teachers (52%) indicated that their students think through the consequences of their actions most or all of the time, which fell below the percentage of teachers who responded in this range for the other three questions in this domain. Additionally, 67% of teachers indicated that their students understand the difference between what's right and wrong almost all or all of the time, which more than doubled the percentage of teachers who responded in this range for the other three questions in this domain. See Figure 87 for a breakdown of teachers' ratings.

***Figure 87.*** *Gr. 3-4 Teachers' Baseline Responses Regarding How Often Their Students Demonstrate Critical Thinking and Decision Making*



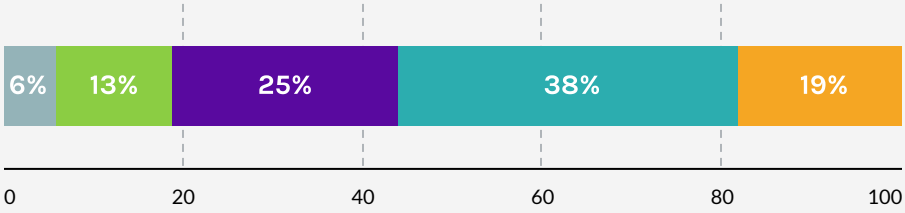
# CRITICAL THINKING AND DECISION MAKING

## END-OF-YEAR RESPONSES:

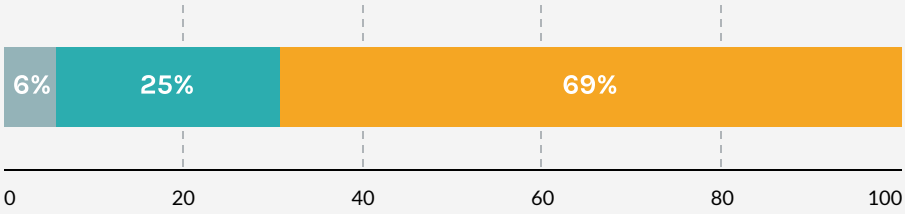
In June, there were nearly 20 Gr. 3-4 teachers who responded to these questions. While 72% of teachers indicated that their students understand that their choices can affect other people most or all of the time at baseline, 88% of teachers indicated that their students understand that their choices can affect other people most or all of the time at the end of the year. Furthermore, as with the baseline ratings, teachers indicated that their students understand the difference between what's right and wrong most often and think through the consequences of their actions before they make a decision least often. See Figure 88 for a breakdown of Gr. 3-4 teachers' ratings.

***Figure 88.*** *Gr. 3-4 Teachers' End-of-Year Responses Regarding How Often Their Students Demonstrate Critical Thinking and Decision Making*

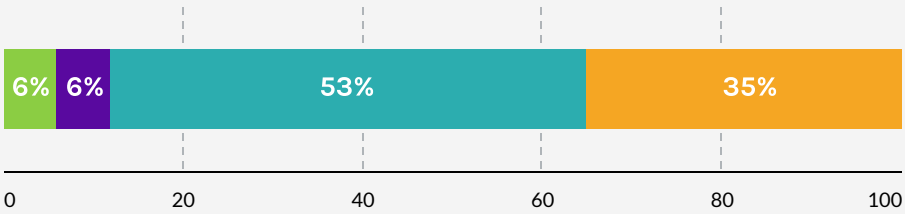
**01.** My students think through the consequences of their actions before they make a decision



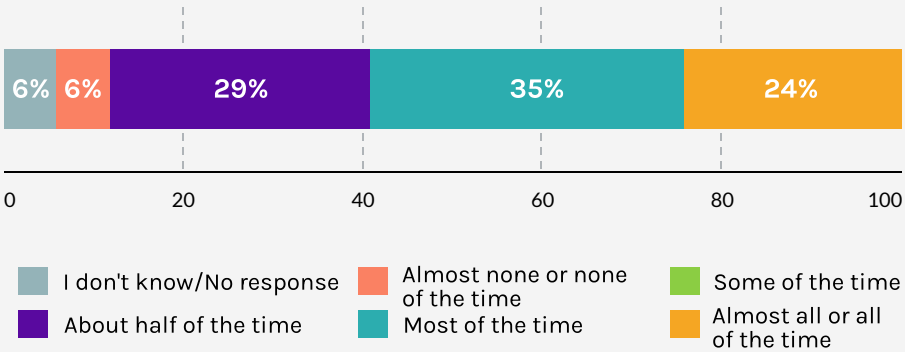

**02.** My students understand the difference between what's right and wrong




**03.** My students understand that their choices can affect other people




**04.** My students understand that their choices can impact their future



# HEALTHY RELATIONSHIPS

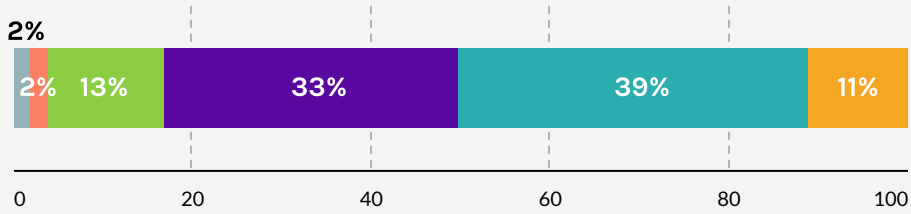
To assess students' ability to develop and maintain Healthy Relationships, Gr. 3-4 teachers were asked to indicate the percentage of the time that their students (1) are good at solving problems they have with other people; (2) are good at communicating with other students and teachers at their school; (3) are good friends to other people; and (4) have a friend or peer at school who helps them when they're having a hard time. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time to Almost All or All of the Time* and a sixth option of *I don't know/no response.*

## BASELINE RESPONSES:

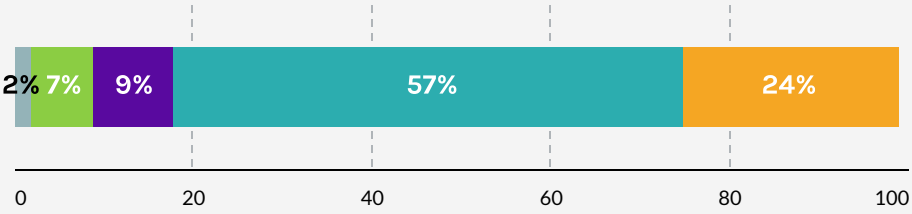
In February, there were 54 Gr. 3-4 teachers who responded to these questions. Most teachers (92%) responded that that their students have a friend or peer at school who helps them when they're having a hard time most or all of the time, which was the highest percentage of teachers who responded in this range across the four items in this domain. Additionally, of the four items in this domain, teachers indicated that their students are good at solving problems they have with other people least often. See Figure 89 for a breakdown of teachers' ratings.

***Figure 89.*** *Gr. 3-4 Teachers' Baseline Responses Regarding How Often Their Students Demonstrate Healthy Relationships*

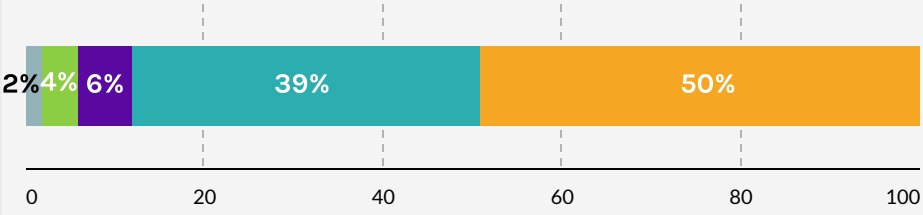
**01. My students are good at solving problems they have with other people**



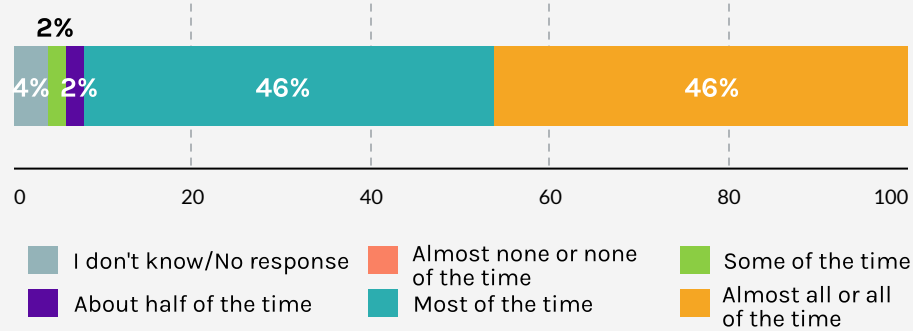

**02. My students are good at communicating with other students and teachers at our school**




**03. My students are good friends to other people**




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

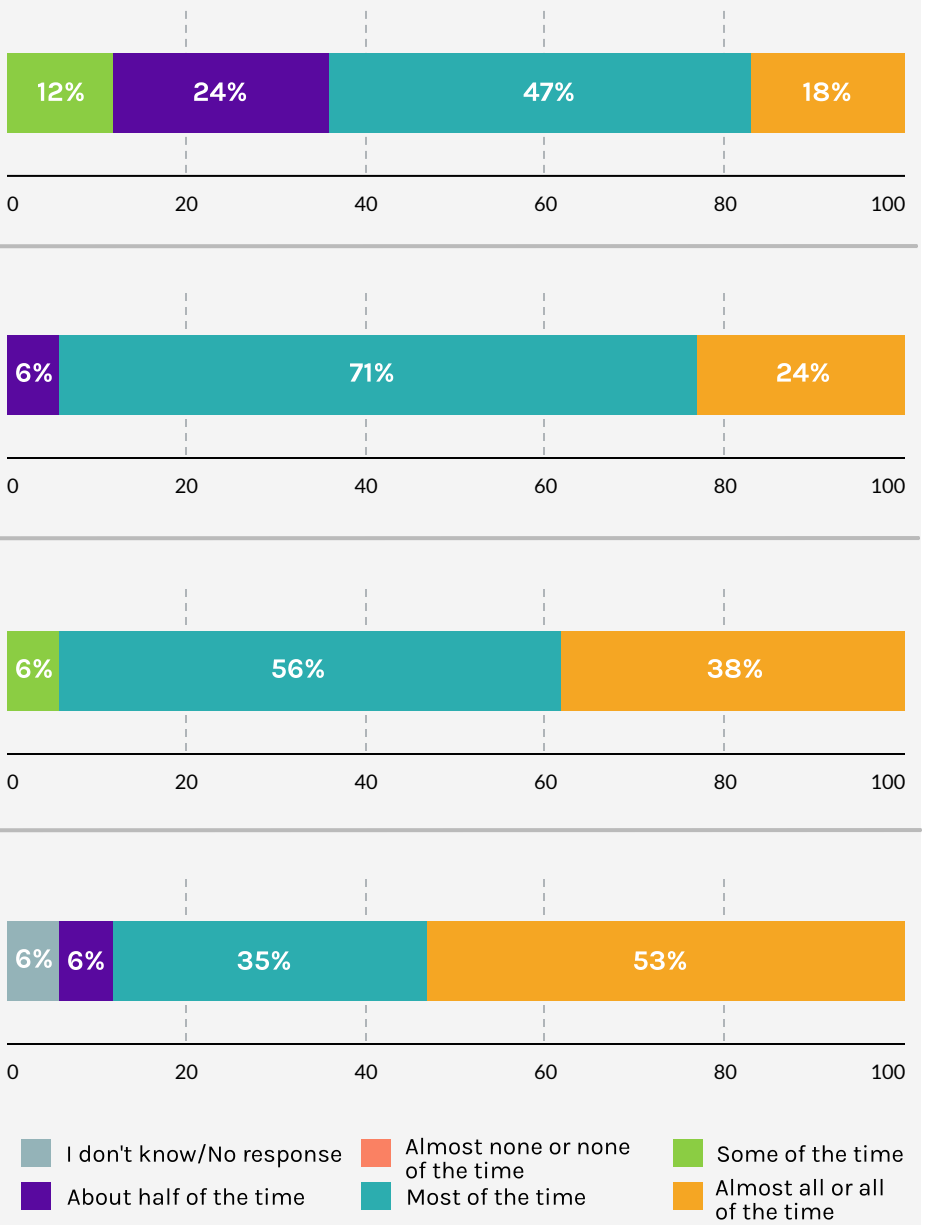


# HEALTHY RELATIONSHIPS

## END-OF-YEAR RESPONSES:

In June, there were nearly 20 Gr. 3-4 teachers who responded to these questions. Teachers indicated that their students are good at communicating with other teachers and students at school and are good friends to other people most often. Additionally, the percentage of teachers who indicated that their students have a friend or peer at school who helps them when they're having a hard time almost all or all of the time increased between baseline (46%) and the end of the year (53%). Additionally, while 50% of teachers indicated that their students are good at solving problems they have with other people most or all of the time at baseline, 65% of teachers indicated that their students were good at solving problems with others most or all of the time at the end of the year. See Figure 90 for a breakdown of Gr. 3-4 teachers' ratings.

***Figure 90.*** *Gr. 3-4 Teachers' End-of-Year Responses Regarding How Often Their Students Demonstrate Healthy Relationships*



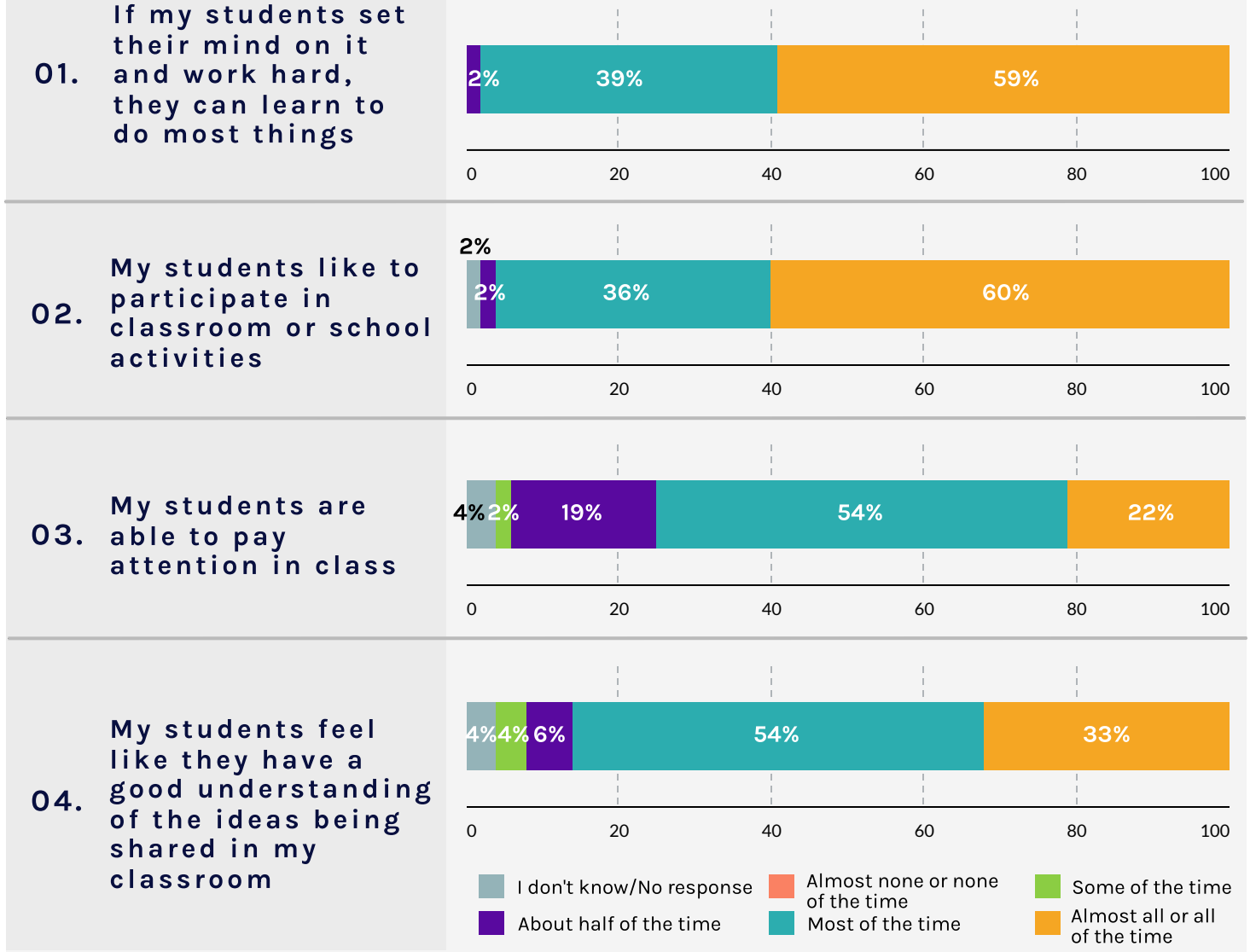
# SCHOOL ENGAGEMENT AND ACHIEVEMENT OF ONE'S LEARNING GOALS

To assess students' School Engagement and Achievement of Their Learning Goals, Gr. 3-4 teachers were asked to indicate the percentage of time that their students (1) can learn to do most things if they set their mind on it and work hard; (2) like to participate in classroom or school activities; (3) are able to pay attention in class; and (4) feel like they have a good understanding of the ideas being shared in their classroom. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time to Almost All or All of the Time* and a sixth option of *I don't know/no response.*

## BASELINE RESPONSES:

In February, there were over 50 Gr. 3-4 teachers who responded to these questions. On average across the four items, 89% of teachers indicated that their students demonstrate school engagement and achievement of their learning goals most or all of the time. Most teachers (98%) responded that if their students set their mind on it and work hard, they can learn to do most things most or all of the time, which was the highest percentage of teachers who responded in this range across the four items in this domain. See Figure 91 for a breakdown of teachers' ratings.

***Figure 91.*** *Gr. 3-4 Teachers' Baseline Responses Regarding How Often Their Students Demonstrate School Engagement and Achievement of Their Learning Goals*

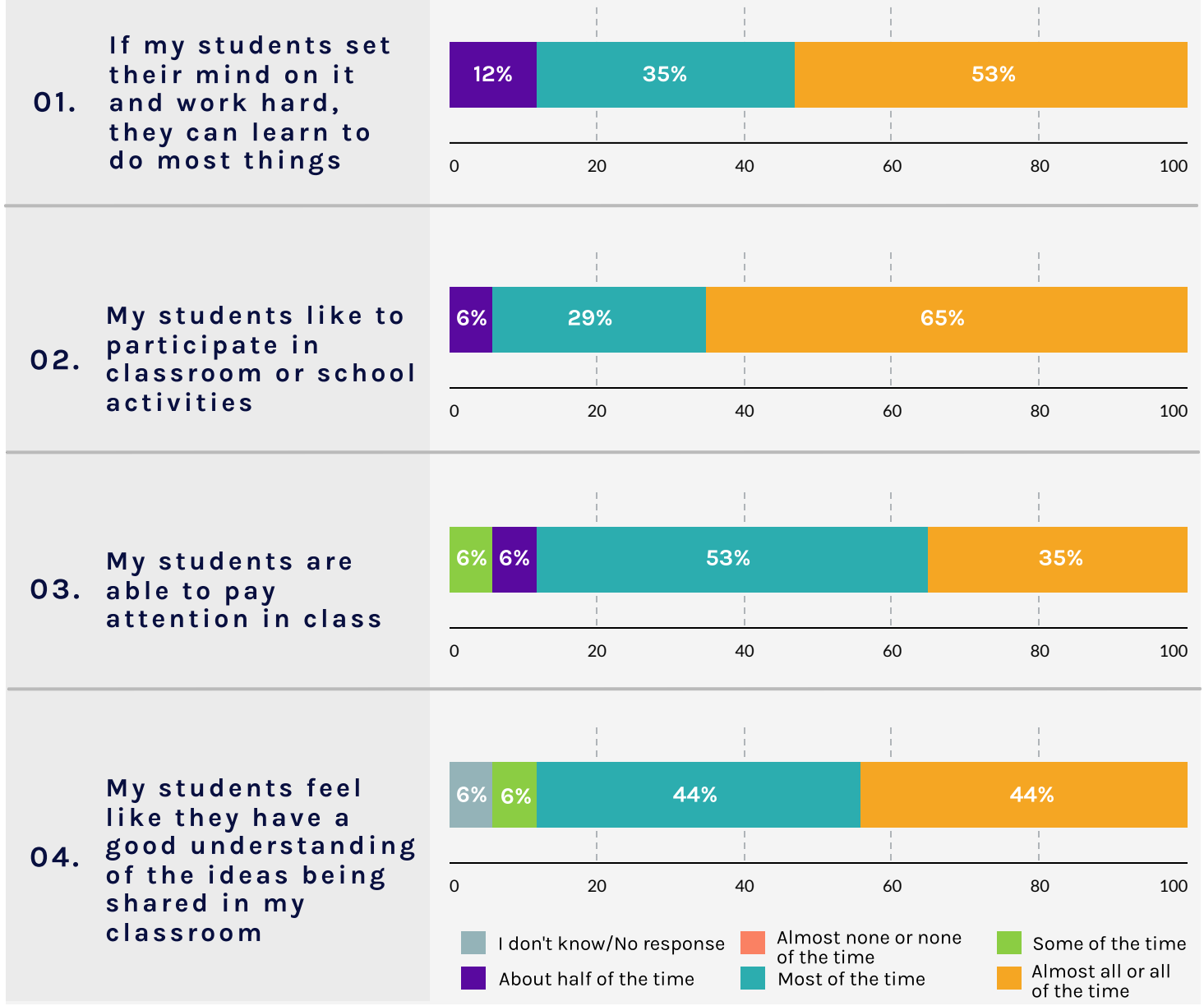


# SCHOOL ENGAGEMENT AND ACHIEVEMENT OF ONE'S LEARNING GOALS

## END-OF-YEAR RESPONSES:

In June, there were nearly 20 Gr. 3-4 teachers who responded to these questions. On average across the four items, 90% of teachers indicated that their students demonstrate school engagement and achievement of their learning goals the majority of the time. Additionally, while 22% of teachers indicated that their students are able to pay attention in class almost all or all of the time at baseline, 35% of teachers reported that their students are able to pay attention this often at the end of the year. Finally, there was an increase in the percentage of teachers who reported that their students feel like they have a good understanding of the ideas being shared in their classroom almost all or all of the time between baseline (33%) and the end of the year (44%). See Figure 92 for a breakdown of Gr. 3-4 teachers' ratings.

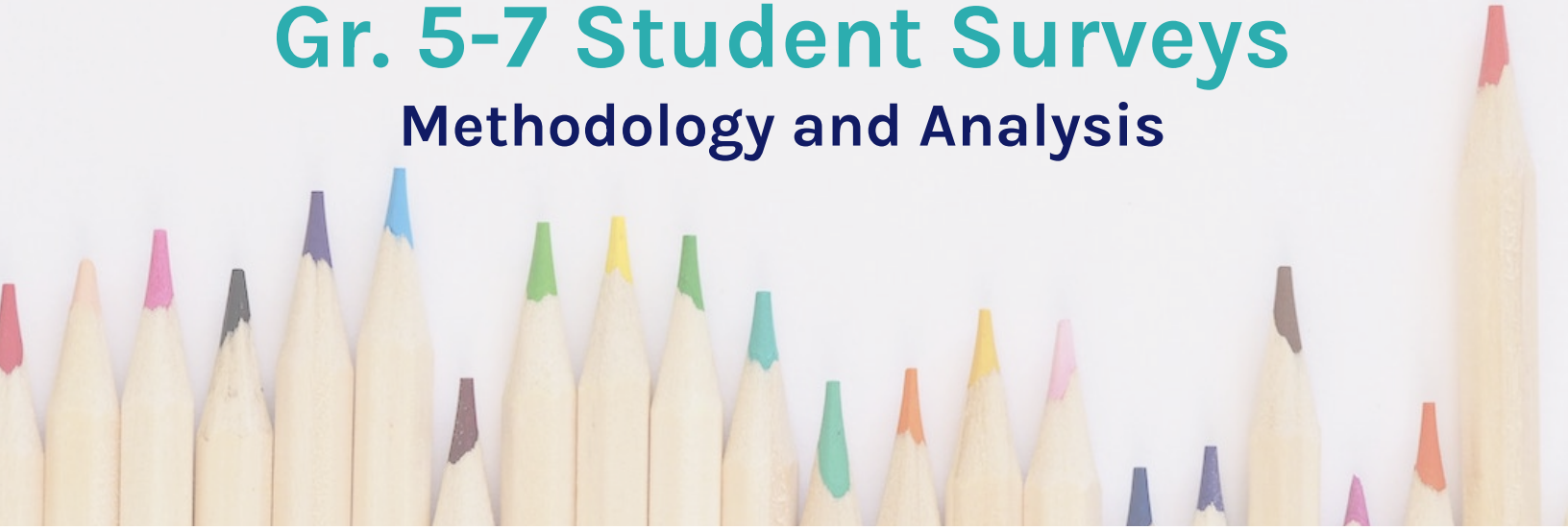
***Figure 92.*** *Gr. 3-4 Teachers' End-of-Year Responses Regarding How Often Their Students Demonstrate School Engagement and Achievement of Their Learning Goals*



# SEL Lead Initiative:
# Gr. 5-7 Survey Data

# Gr. 5-7 Student Surveys

## Methodology and Analysis



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

SEL Leads facilitated the administration of the surveys to Grade 5-7 students within their schools. SEL Leads first put out a call within their respective schools to determine which teachers were interested in having their students complete this survey. Teachers could either choose for their students to complete the survey online via Microsoft Forms or on a paper-based survey. SEL Leads provided interested teachers with the preferred survey materials.

The quantitative questions consisted of several statements for which students had to indicate how often they feel that they demonstrate certain SEL competencies or experience SEL outcomes (e.g., belongingness). They had 5 response options, including (1) None of the time; (2) A little bit of the time; (3) Half of the time; (4) Most of the time; and (5) All of the time. Quantitative data was calculated and represented as the percentage of students' responses that fell into each of the five response categories. Additionally, we calculated aggregate ratings to provide an overall indication of students' SEL in each of the six domains.

### BASELINE SURVEYS

Students completed the baseline surveys between February and March, 2022. Overall, 2,043 students from 33 schools completed the Gr. 5-7 SEL Lead Initiative surveys. Most students were in Grade 5, 6, or 7, but there were some Grade 3 and Grade 4 students who completed this survey as well. Of all the responses across items, 1.75% were blank (i.e., students didn't select any response) and 0.41% included multiple responses (i.e., students circled multiple responses and their final response was unclear).

### END-OF-YEAR SURVEYS

Students completed the end-of-year surveys in June, 2022. Overall, 1,293 students from 26 schools completed the Gr. 5-7 surveys, 875 of whom completed the baseline surveys as well. Again, most students were in Grades 5- 7, but there were some Grade 3 and Grade 4 students who completed this survey as well. Of all the responses across items, 0.89% were blank and 0.30% included multiple responses.

# EMPATHY FOR OTHERS

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

## BASELINE RESPONSES:

In February, there were approximately 2,000 Gr. 5-7 students who responded to these questions. On average across the four items, 79% of students indicated that they demonstrate empathy for others the majority of the time, with 39% indicating that they do so *most of the time*, and 40% indicating that they do so *all of the time*. Across the four items in this domain, students indicated that they try to cheer someone up when they are feeling sad least often and that they care about how other people feel most often. See Figure 93 for a breakdown of students' ratings.

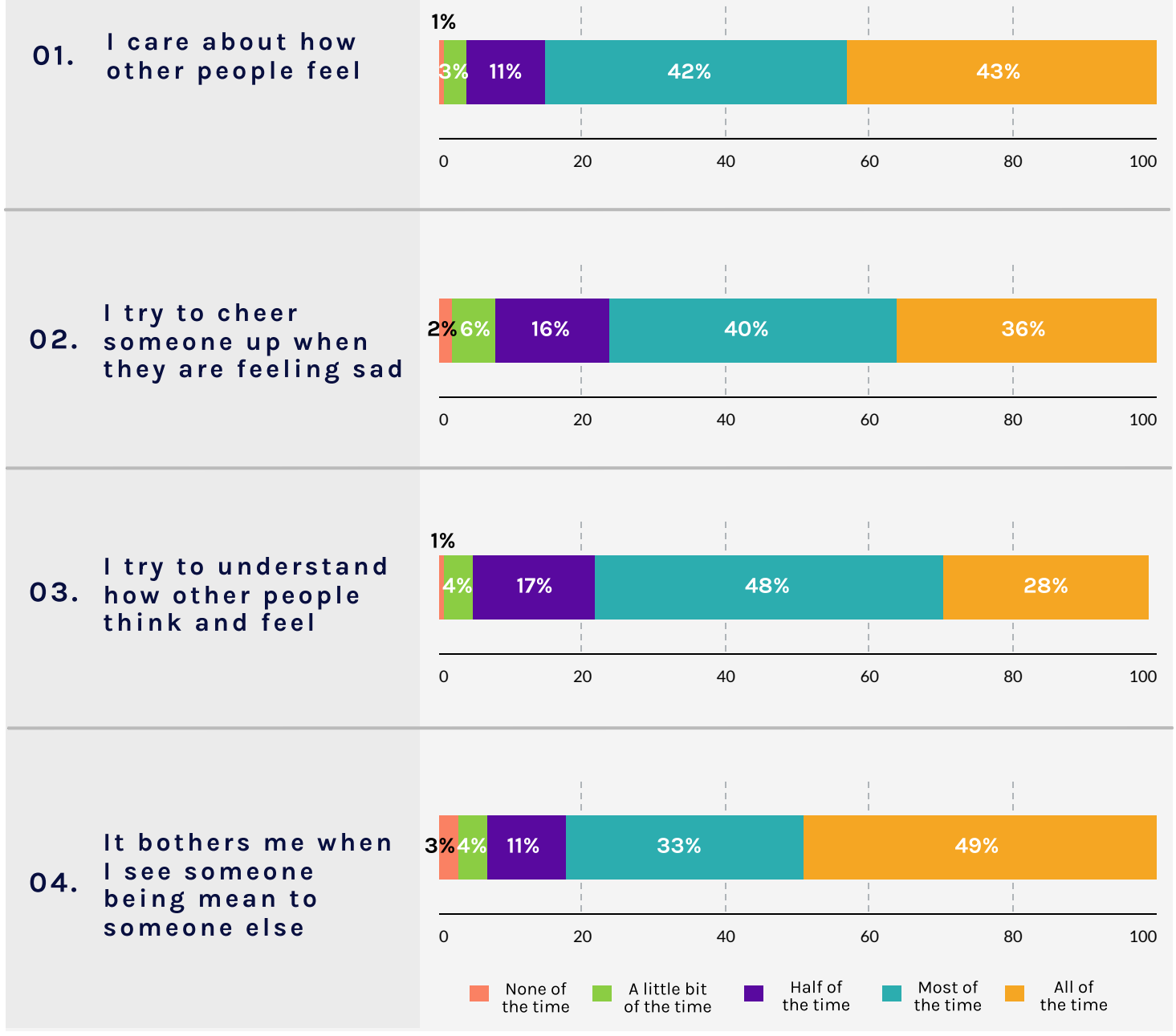
***Figure 93.*** *Gr. 5-7 Students' Baseline Responses Regarding How Often They Demonstrate Empathy for Others*

# EMPATHY FOR OTHERS

## END-OF-YEAR RESPONSES:

In June, there were over 1,200 students who responded to these questions. On average across the four items, 80% of students indicated that they demonstrate empathy for others *most* or *all of the time*. Across the four items in this domain, students indicated that they care about how other people feel most often. Additionally, 49% of students indicated that it bothers them when they see someone being mean to someone else *all of the time*, which exceeded the percentage of students who responded in this range for the other three items in this domain. See Figure 94 for a breakdown of students' ratings.

***Figure 94.*** *Gr. 3-4 Students' End-of-Year Responses Regarding How Often They Demonstrate Empathy for Others*



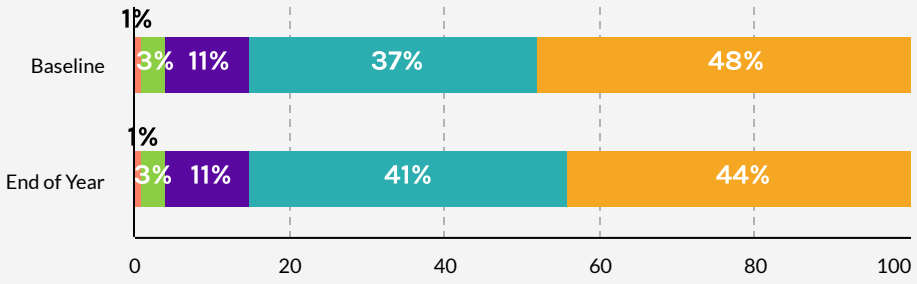
# EMPATHY FOR OTHERS

## CHANGES BETWEEN BASELINE AND END OF YEAR

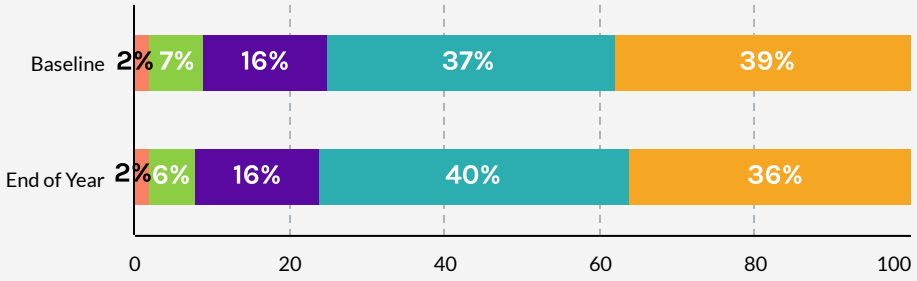
There were over 850 Gr. 5-7 students who responded to these questions in February and then again at the end of the year in June. The percentage of students who reported being bothered by seeing someone being mean to someone else *most* or *all of the time* increased from 81% at baseline to 84% at the end of the year. See Figure 95 for a breakdown of students' baseline and end-of-year ratings.

***Figure 95.*** *Changes Across Gr. 3-4 Students' Baseline and End-of-Year Responses Regarding How Often They Demonstrate Empathy for Others*

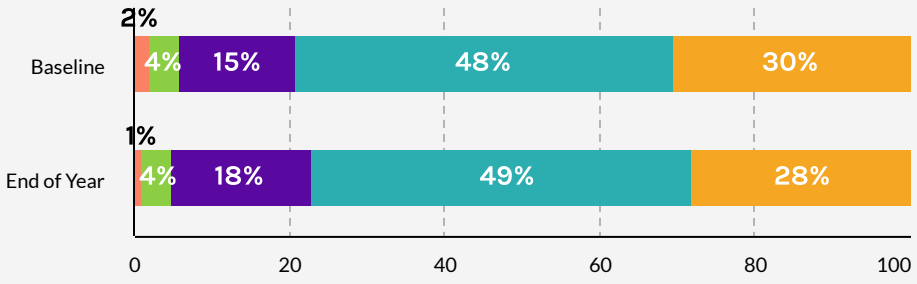
**01. I care about how other people feel**



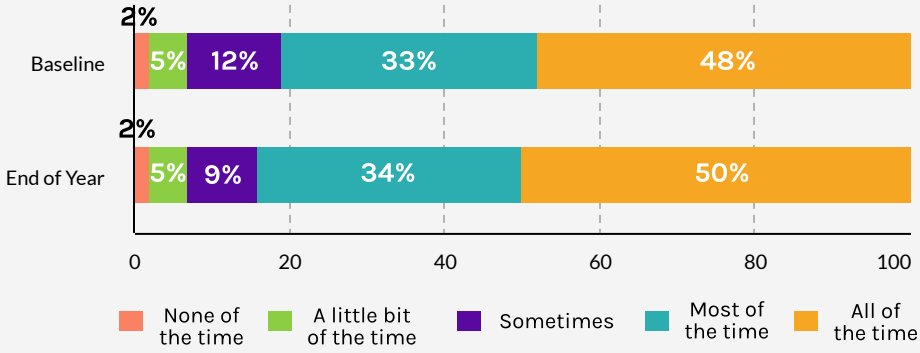

**02. I try to cheer someone up when they are feeling sad**




**03. I try to understand how other people think and feel**




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



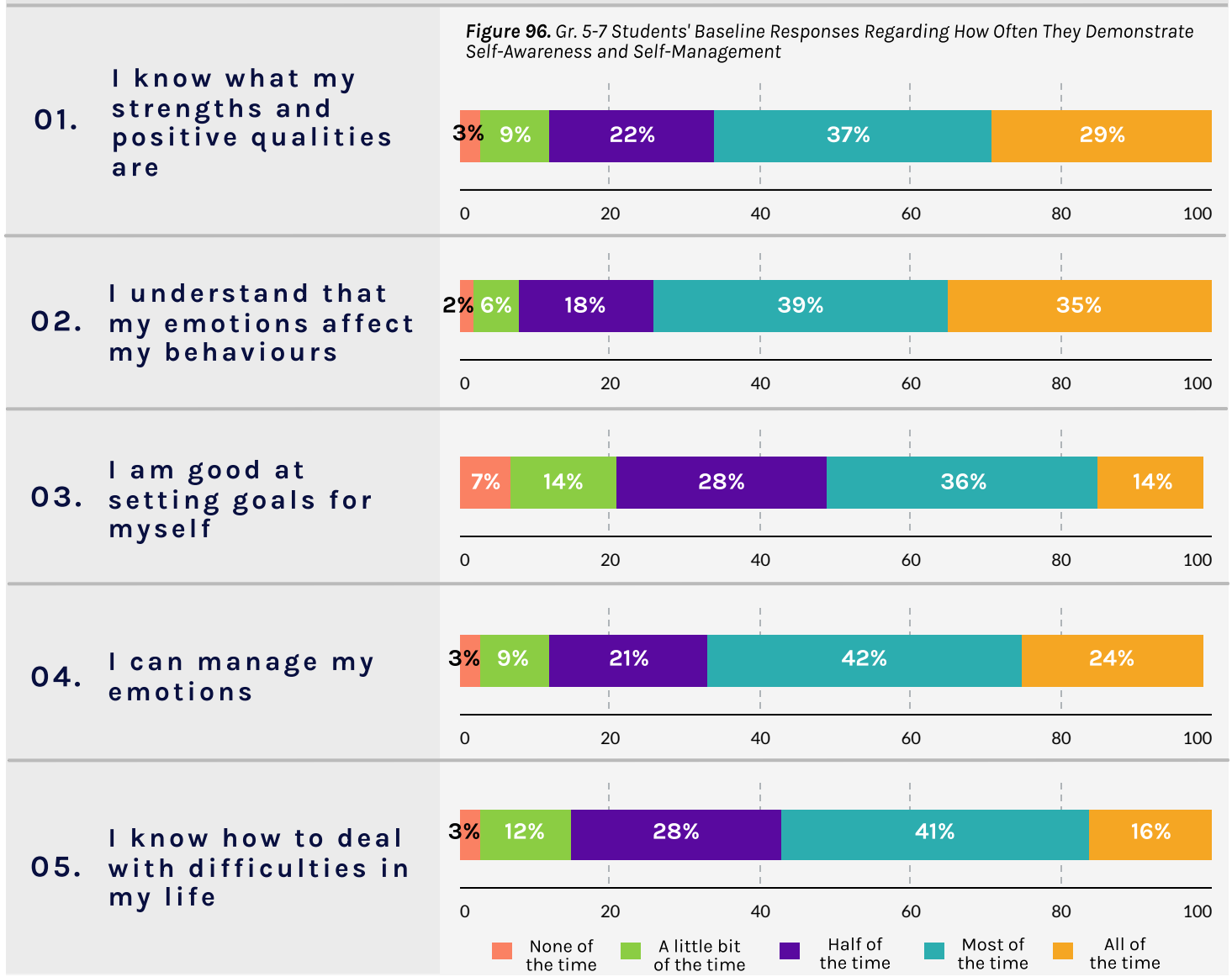
# SELF-AWARENESS AND SELF-MANAGEMENT

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

## BASELINE RESPONSES:

In February, there were approximately 2,000 Gr. 5-7 students who responded to these questions. On average across the five items in this domain, 63% of students indicated that they demonstrate self-awareness and self-management *most* or *all of the time*. Nearly half of students (49%) indicated that they are good at setting goals for themselves only *sometimes* or less. Alternatively, nearly three-quarters of students (74%) indicated that they understand that their emotions affect their behaviours *most* or *all of the time*, which exceeded the percentage of students who fell into this range for the other four items in this domain. See Figure 96 for a breakdown of students' ratings.

***Figure 96.*** *Gr. 5-7 Students' Baseline Responses Regarding How Often They Demonstrate Self-Awareness and Self-Management*

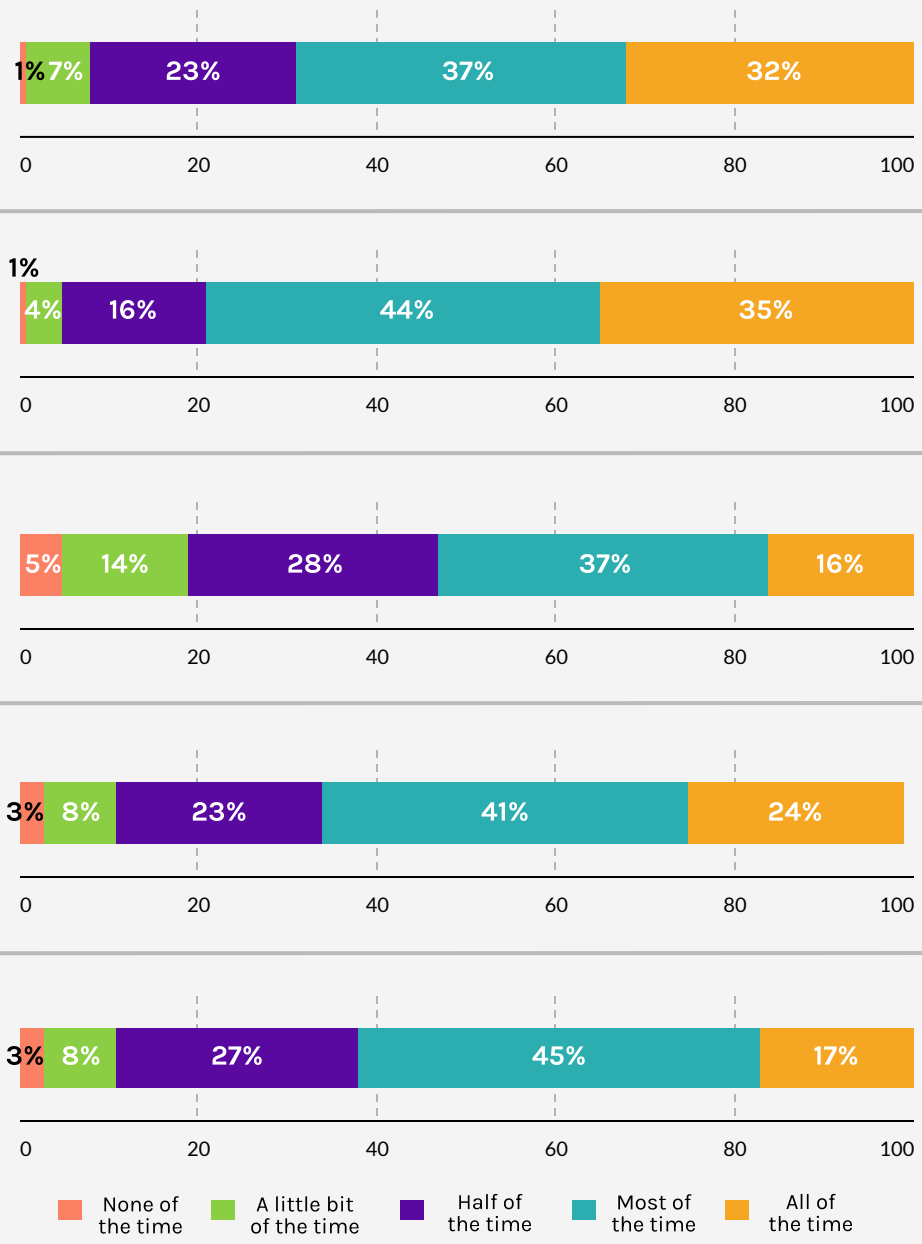


# SELF-AWARENESS AND SELF-MANAGEMENT

## END-OF-YEAR RESPONSES:

In June, there were roughly 1,200 students who responded to these questions. On average across the five items in this domain, 66% of students indicated that they demonstrate self-awareness and self-management *most of the time* (41%) or *all of the time* (25%). Students' end-of-year responses followed a pattern similar to the baseline responses. Again, nearly half of students (47%) indicated that they are good at setting goals for themselves only *sometimes* or less. Alternatively, over three-quarters of students (79%) indicated that they understand that their emotions affect their behaviours *most* or *all of the time*, which exceeded the percentage of students who fell into this range for the other four items in this domain. See Figure 97 for a breakdown of students' ratings.

***Figure 97.*** *Gr. 5-7 Students' End-of-Year Responses Regarding How Often They Demonstrate Self-Awareness and Self-Management*



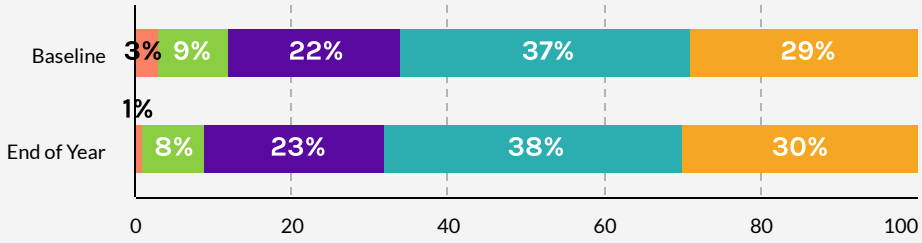
# SELF-AWARENESS AND SELF-MANAGEMENT

## CHANGES BETWEEN BASELINE AND END OF YEAR

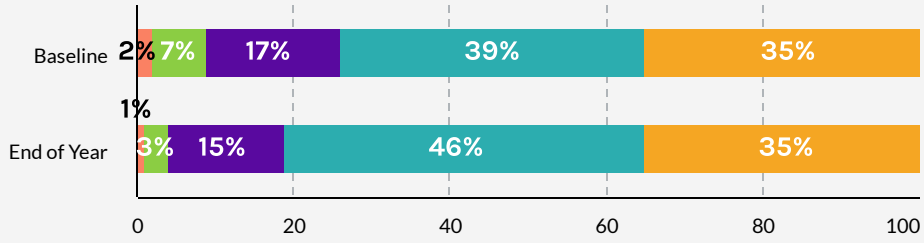
There were over 850 Gr. 5-7 students who responded to these questions in February and then again in June. There was an increase in the percentage of students who reported understanding that their emotions affect their behaviours *most* or *all of the time* between baseline (74%) and the end of the year (81%). There was also a notable increase in the percentage of students who reported knowing how to deal with difficulties in their lives *most or all of the time* between baseline (55%) and the end of the year (63%). See Figure 98 for a breakdown of students' baseline and end-of-year ratings.

***Figure 98.*** *Changes Across Gr. 5-7 Students' Baseline and End-of-Year Responses Regarding How Often They Demonstrate Self-Awareness and Self-Management*

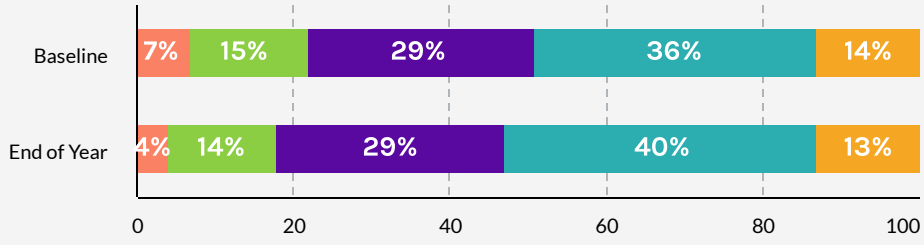
**01. I know what my strengths and positive qualities are**



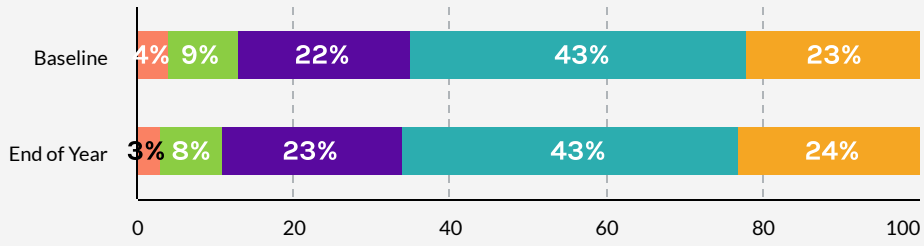

**02. I understand that my emotions affect my behaviours**



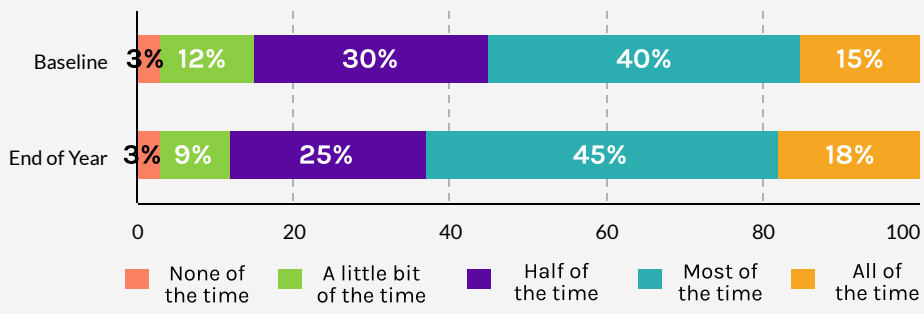

**03. I am good at setting goals for myself**




**04. I can manage my emotions**




**05. I know how to deal with difficulties in my life**



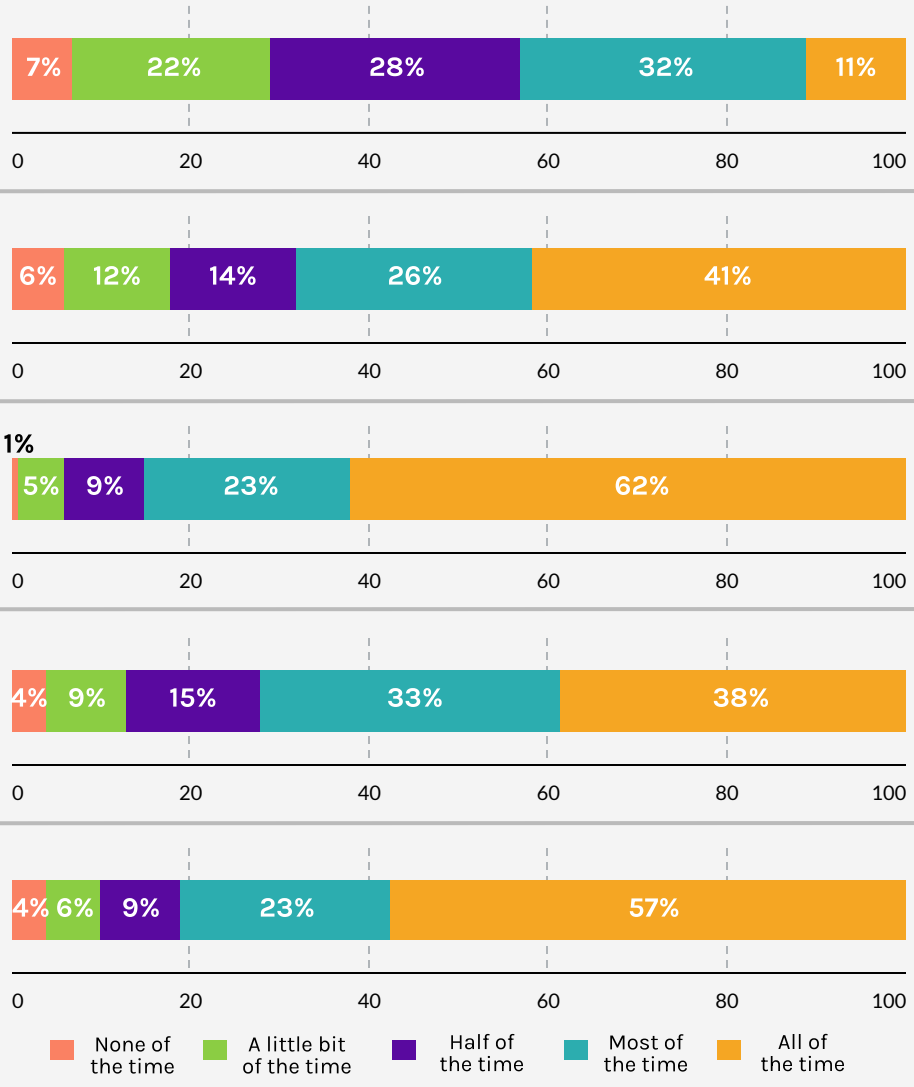
# SENSE OF BELONGING AND CONNECTION TO ONE'S CLASSROOM AND SCHOOL

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

## BASELINE RESPONSES:

In February, there were nearly 2,000 Gr. 5-7 students who responded to these questions. Across the five items in this domain, the largest percentage of students (85%) felt that they have a teacher or some other adult at their school who always wants them to do their best *most* or *all of the time*. Alternatively, students indicated that people in their classroom or school notice when they're good at something least often. See Figure 99 for a breakdown of students' ratings.

***Figure 99.*** *Gr. 5-7 Students' Baseline Responses Regarding How Often They Feel a Sense of Belonging and Connection*

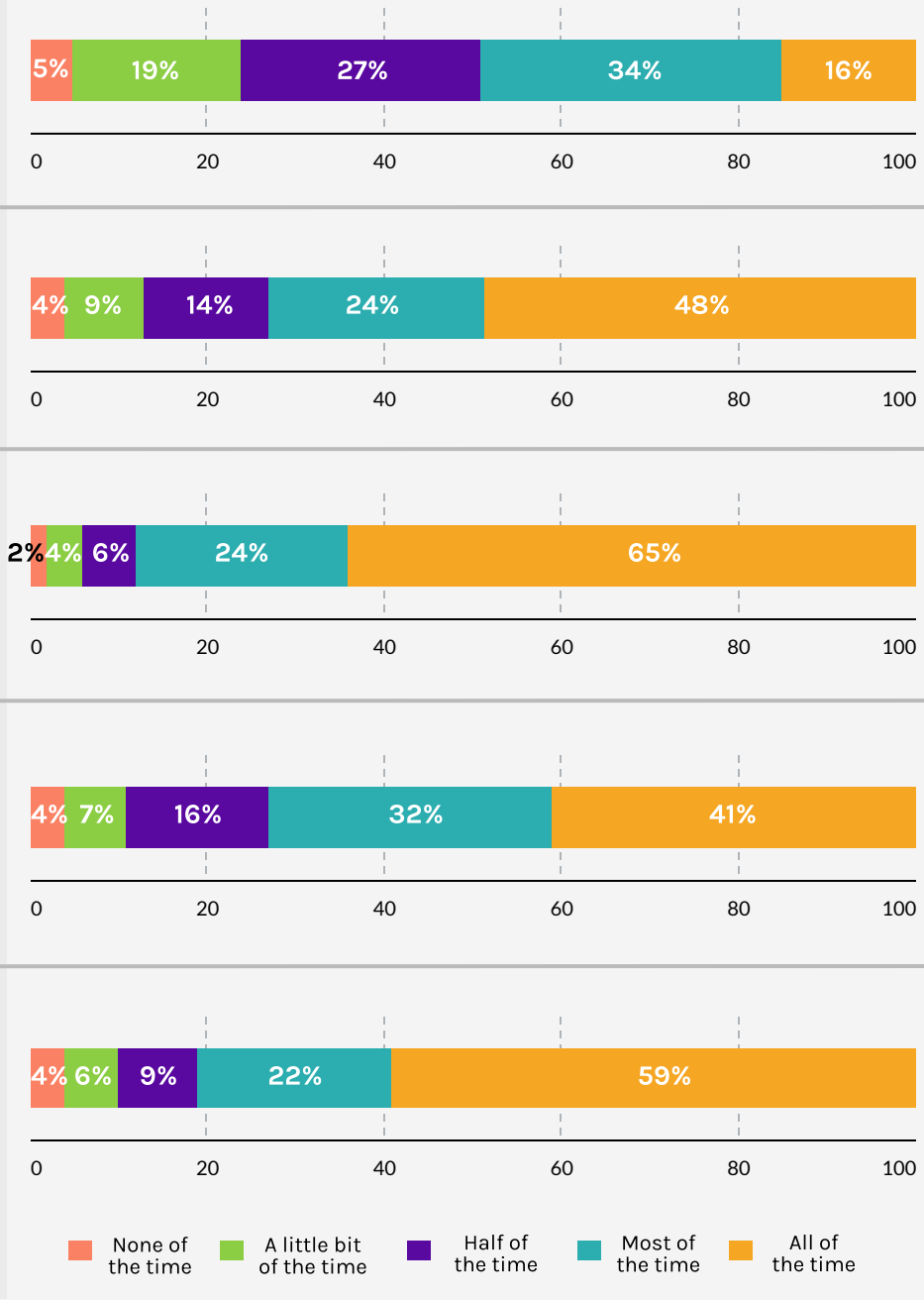


# SENSE OF BELONGING AND CONNECTION TO ONE'S CLASSROOM AND SCHOOL

## END-OF-YEAR RESPONSES:

In June, there were approximately 1,200 students who responded to these questions. Once again, across the five items in this domain, the largest percentage of students (89%) felt that they have a teacher or some other adult at their school who always wants them to do their best *most or all of the time.* Furthermore, half of students (51%) felt that people in their classroom or school notice when they are good at something only *half of the time* or less, which exceeded the percentage of students who responded in this range for the other four items in this domain. See Figure 100 for a breakdown of students' ratings.

***Figure 100.*** *Gr. 5-7 Students' End-of-Year Responses Regarding How Often They Feel a Sense of Belonging and Connection*



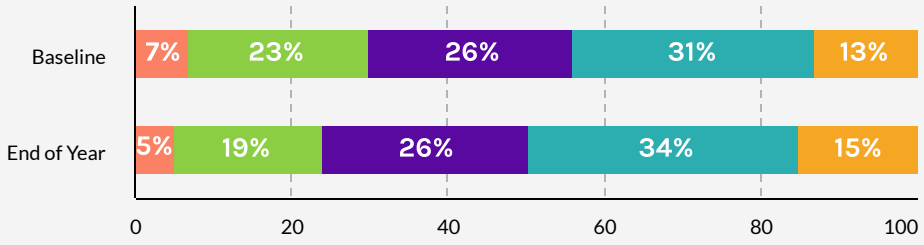
# SENSE OF BELONGING AND CONNECTION TO ONE'S CLASSROOM AND SCHOOL

## CHANGES BETWEEN BASELINE AND END OF YEAR

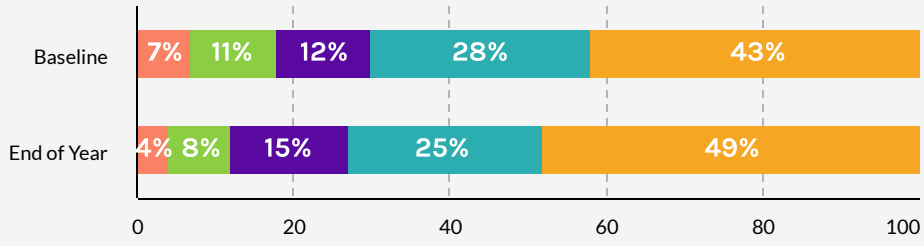
There were over 850 Gr. 5-7 students who responded to these questions in February and then again at the end of the year in June. The percentage of students who reported feeling like there is at least one adult at school who cares about them *all of the time* increased from 43% at baseline to 49% at the end of the year. See Figure 101 for a breakdown of students' baseline and end-of-year ratings.

***Figure 101.*** *Changes Across Gr. 5-7 Students' Baseline and End-of-Year Responses Regarding How Often They Feel a Sense of Belonging and Connection*

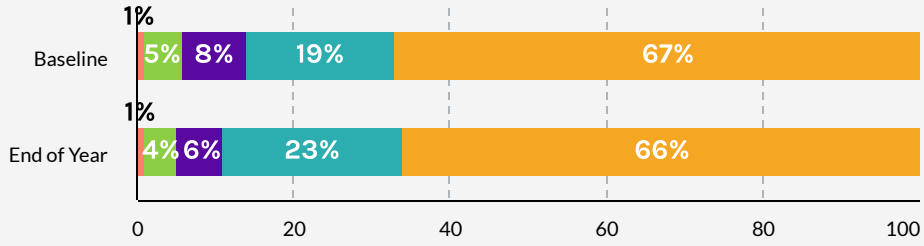
**01. People in my classroom or school notice when I'm good at something**



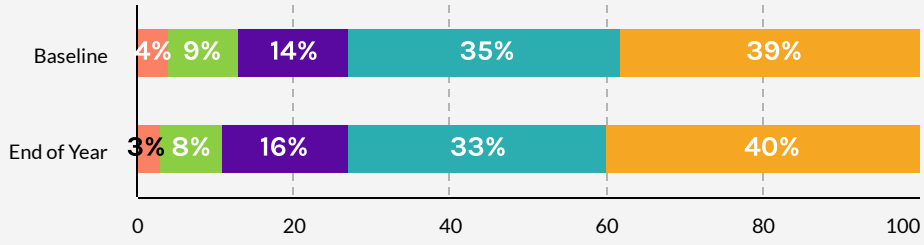

**02. There is at least one adult at my school who really cares about me**



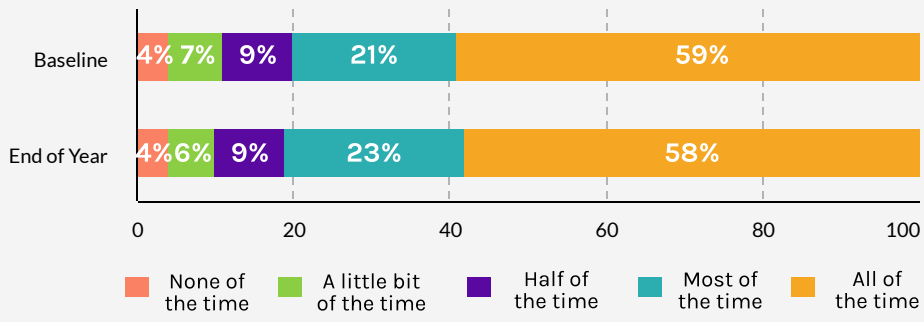

**03. At my school, there is a teacher or some other adult who always wants me to do my best**




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




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



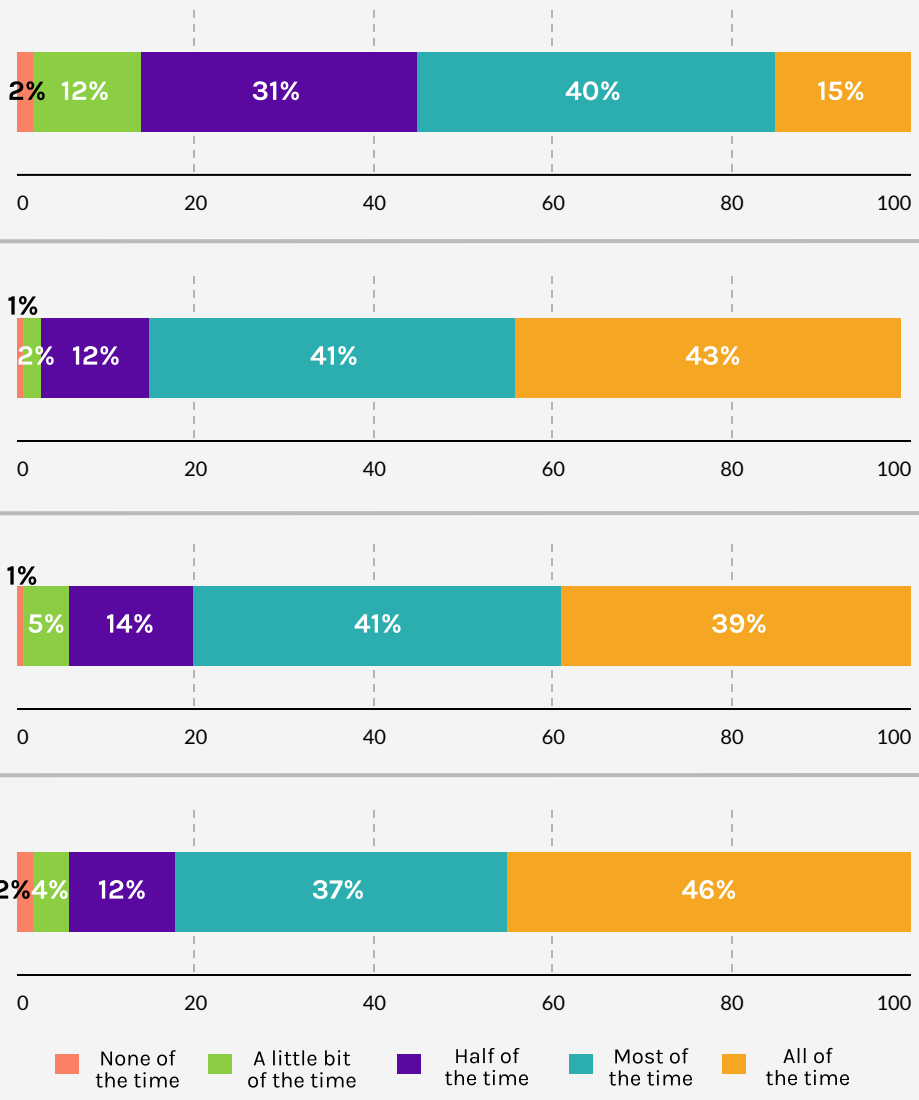
# CRITICAL THINKING AND DECISION MAKING

To assess Grade 5-7 students' Critical Thinking and Decision-Making skills, students were asked to indicate how often they (1) think through the consequences of their actions before they make a decision; (2) understand the difference between what's right and wrong; (3) understand that their choices can affect other people; and (4) understand that their choices can impact their future. There were five response options which ranged from *None of the Time* to *All of the Time*.

## BASELINE RESPONSES:

In February, there were approximately 2,000 Gr. 5-7 students who responded to these questions. On average across the four items, 76% of students indicated that they demonstrate critical thinking and decision-making skills *most of the time* (40%) or *all of the time* (36%). Students indicated that they think through the consequences of their actions before they make a decision least often and understand the difference between what's right and wrong most often. See Figure 102 for a breakdown of students' ratings.

***Figure 102.*** *Gr. 5-7 Students' Baseline Responses Regarding How Often They Demonstrate Critical Thinking and Decision Making*



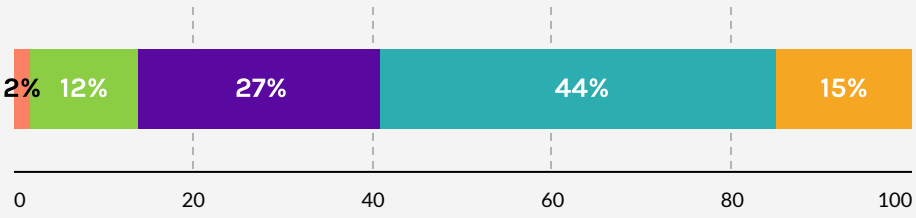
# CRITICAL THINKING AND DECISION MAKING

## END-OF-YEAR RESPONSES:

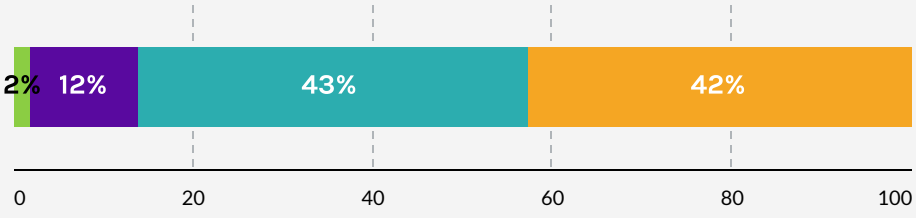
In June, there were over 1,200 students who responded to these questions. On average across the four items, 78% of students indicated that they demonstrate critical thinking and decision-making skills *most of the time* (43%) or *all of the time* (35%). Students indicated that they think through the consequences of their actions before they make a decision least often and understand the difference between what's right and wrong and that their choices can impact their future most often. See Figure 103 for a breakdown of students' ratings.

***Figure 103.*** *Gr. 5-7 Students' End-of-Year Responses Regarding How Often They Demonstrate Critical Thinking and Decision Making*

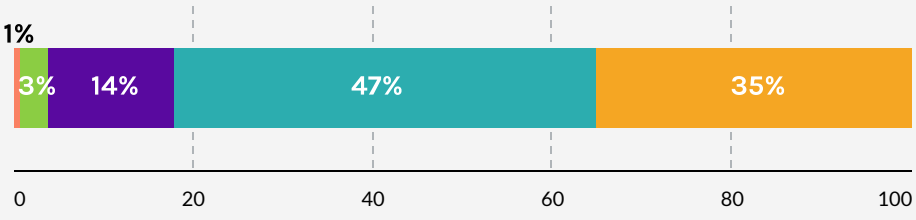
**01. I think through the consequences of my actions before I make a decision**



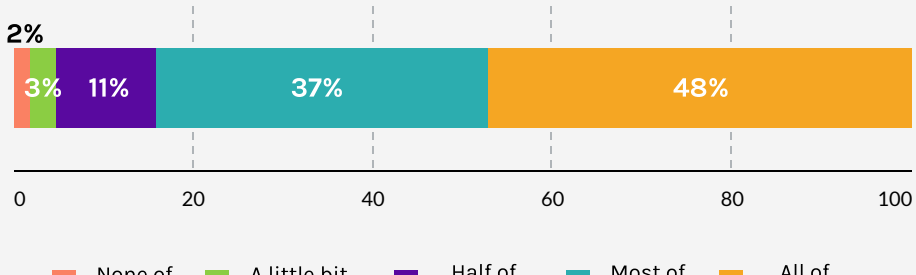

**02. I understand the difference between what's right and wrong**




**03. I understand that my choices can affect other people**




**04. I understand that my choices can impact my future**



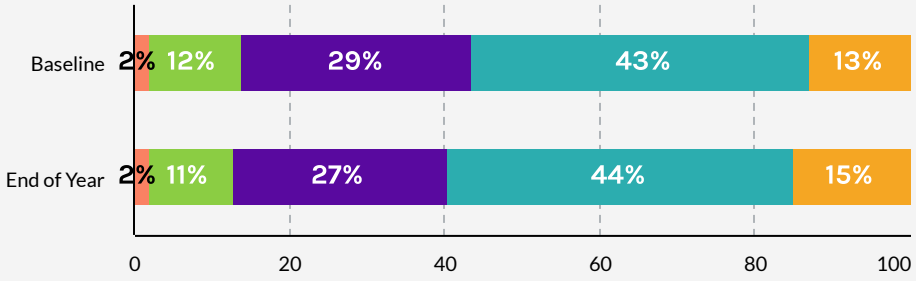
# CRITICAL THINKING AND DECISION MAKING

## CHANGES BETWEEN BASELINE AND END OF YEAR

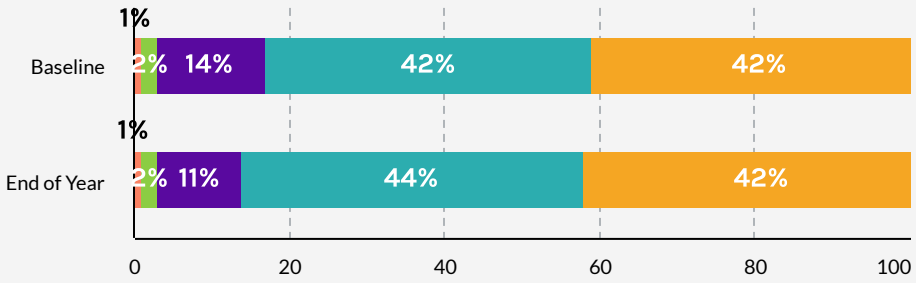
There were over 850 Gr. 5-7 students who responded to these questions in February and then again at the end of the year in June. The percentage of students who reported understanding that their choices can impact their future *all of the time* increased from 45% at baseline to 48% at the end of the year. Additionally, the percentage of students who reported understanding that their choices can affect other people *most or all of the time* increased slightly from 81% at baseline to 83% at the end of the year. See Figure 104 for a breakdown of students' baseline and end-of-year ratings.

***Figure 104.*** *Changes Across Gr. 3-4 Students' Baseline and End-of-Year Responses Regarding How Often They Demonstrate Critical Thinking and Decision Making*

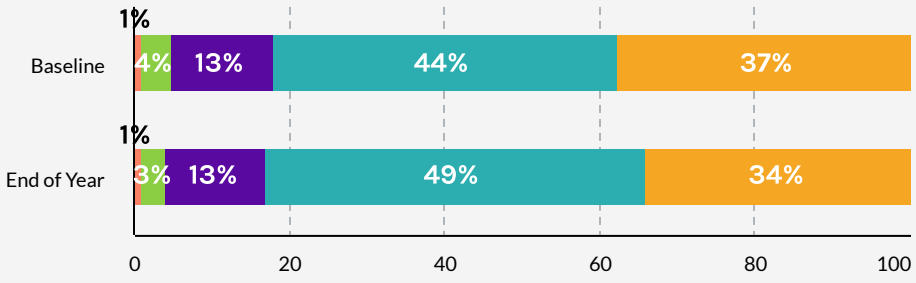
**01. I think through the consequences of my actions before I make a decision**



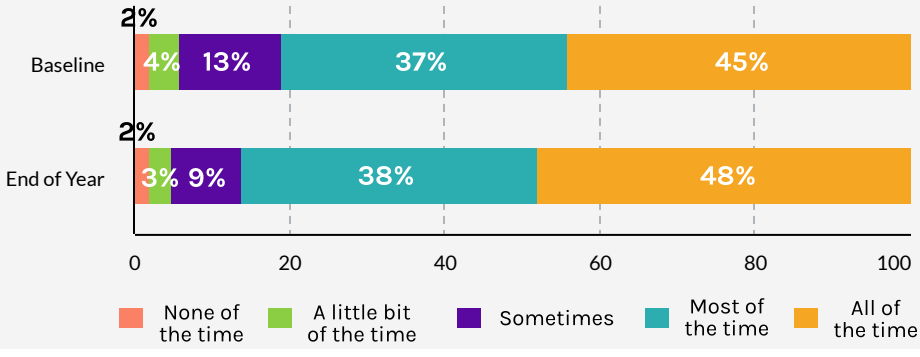

**02. I understand the difference between what's right and wrong**




**03. I understand that my choices can affect other people**




**04. I understand that my choices can impact my future**



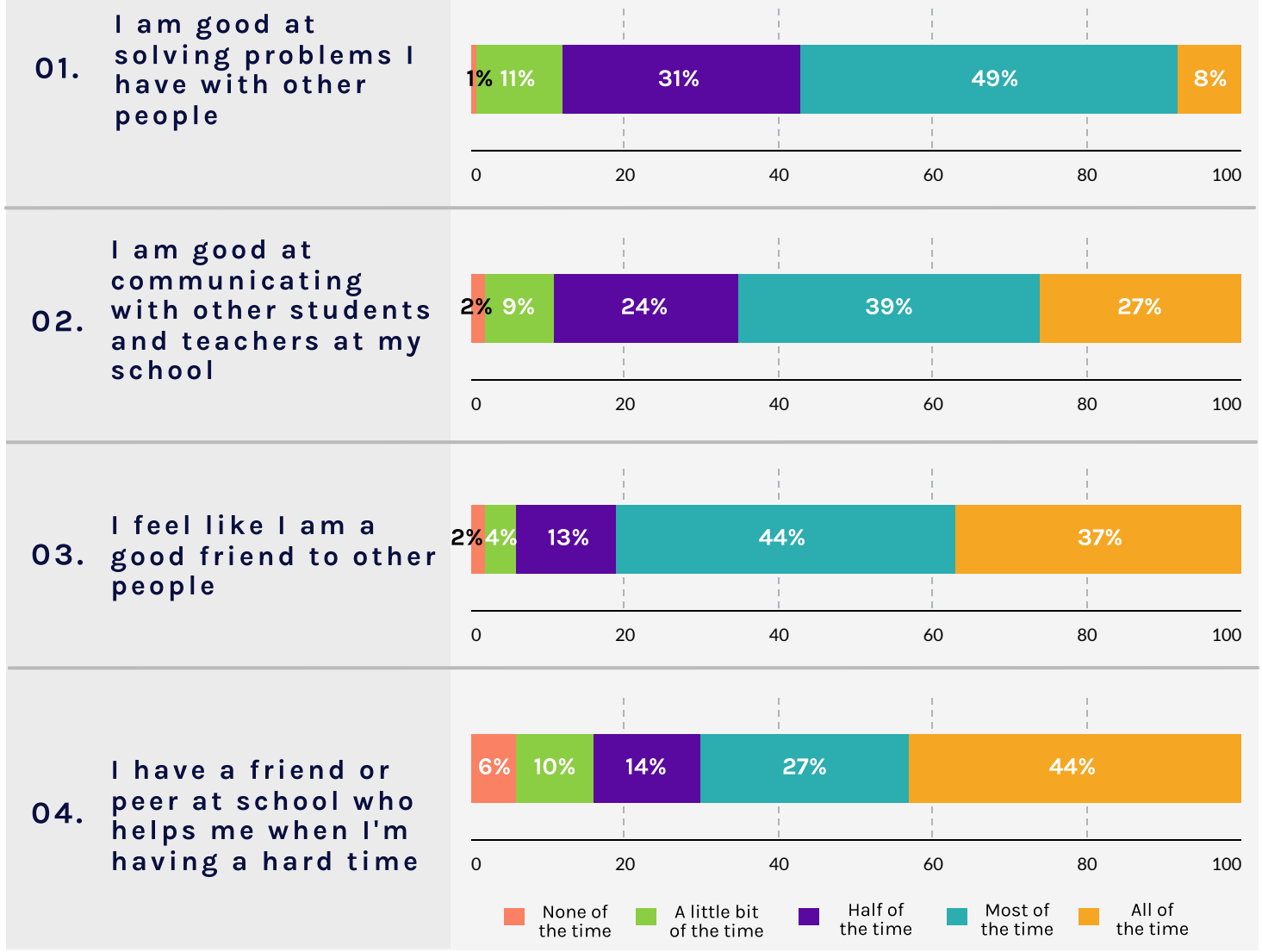
# HEALTHY RELATIONSHIPS

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

## BASELINE RESPONSES:

In February, there were approximately 2,000 Gr. 5-7 students who responded to these questions. On average across the four items, 69% of students indicated that they felt they develop and maintain healthy relationships *most of the time* (40%) or *all of the time* (29%). The percentage of students who indicated that they feel like they are a good friend to other people *most* or *all of the time* (81%) exceeded the percentage of students who fell into this range for the other three items in this domain by at least 10%. See Figure 105 for a breakdown of students' ratings.

***Figure 105.*** *Gr. 5-7 Students' Baseline Responses Regarding How Often They Demonstrate Healthy Relationships*



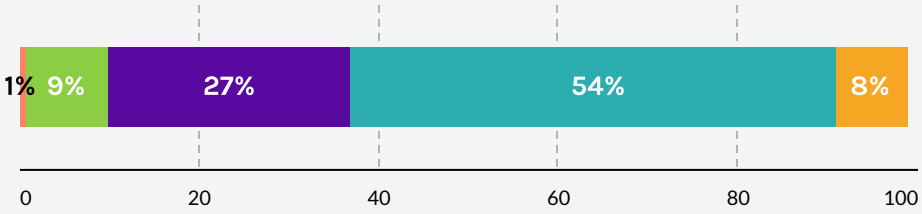
# HEALTHY RELATIONSHIPS

## END-OF-YEAR RESPONSES:

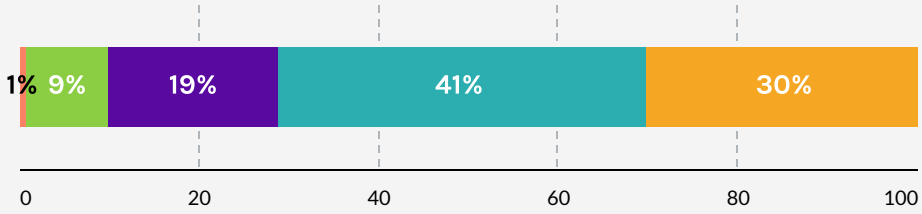
In June, there were over 1,200 students who responded to these questions. The percentage of students who indicated that they feel like they are a good friend to other people *most* or *all of the time* (83%) exceeded the percentage of students who fell into this range for the other three items in this domain by at least 10%. Additionally, of the four items in this domain, students indicated that they are good at solving problems they have with other people least often. Finally, 45% of students indicated that they have a friend or peer at school who helps them when they're having a hard time *all of the time*, which exceeded the percentage of students who fell into this range for the other three items in this domain. See Figure 106 for a breakdown of students' ratings.

***Figure 106.*** *Gr. 5-7 Students' End-of-Year Responses Regarding How Often They Demonstrate Healthy Relationships*

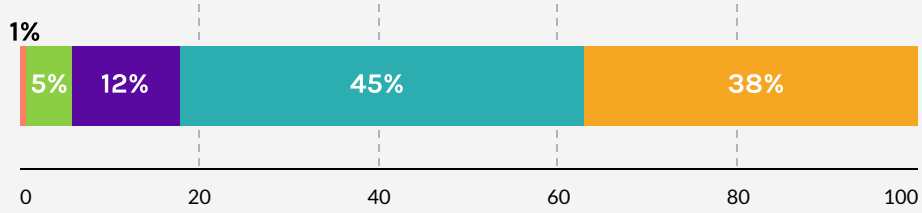
**01. I am good at solving problems I have with other people**



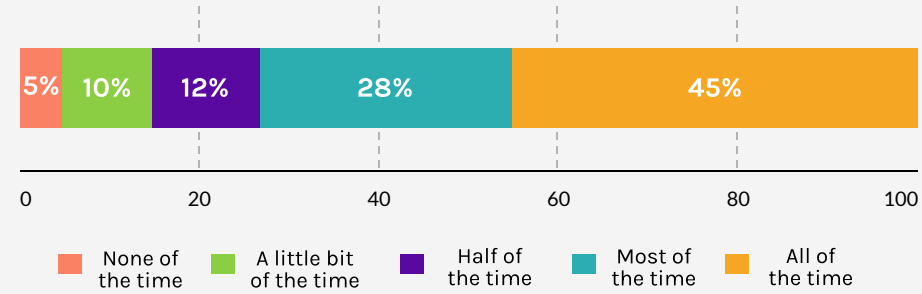

**02. I am good at communicating with other students and teachers at my school**




**03. I feel like I am a good friend to other people**




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



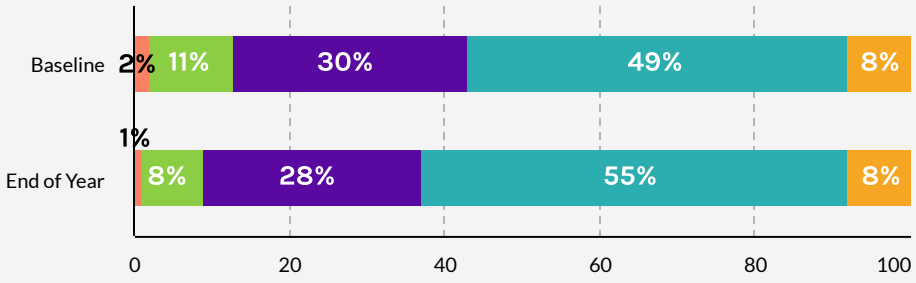
# HEALTHY RELATIONSHIPS

## CHANGES BETWEEN BASELINE AND END OF YEAR

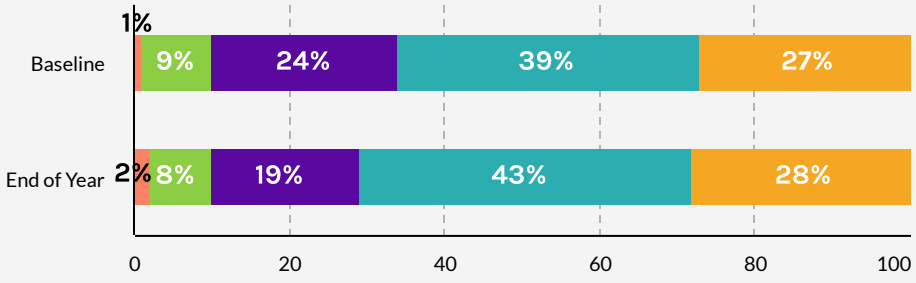
There were over 850 Gr. 5-7 students who responded to these questions in February and then again in June. The percentage of students who reported being good at solving problems they have with other people *most* or *all of the time* increased from 57% at baseline to 63% at the end of the year. There were also slight increases in the percentage of students who indicated they demonstrate and experience healthy relationships with others *most* or *all of the time* between baseline and the end of the year across all other items in this domain. See Figure 107 for a breakdown of students' baseline and end-of-year ratings.

***Figure 107.*** *Changes Across Gr. 5-7 Students' Baseline and End-of-Year Responses Regarding How Often They Demonstrate Healthy Relationships*

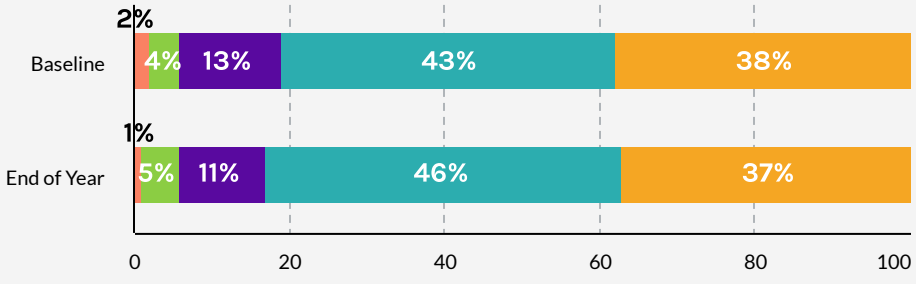
**01. I am good at solving problems I have with other people**



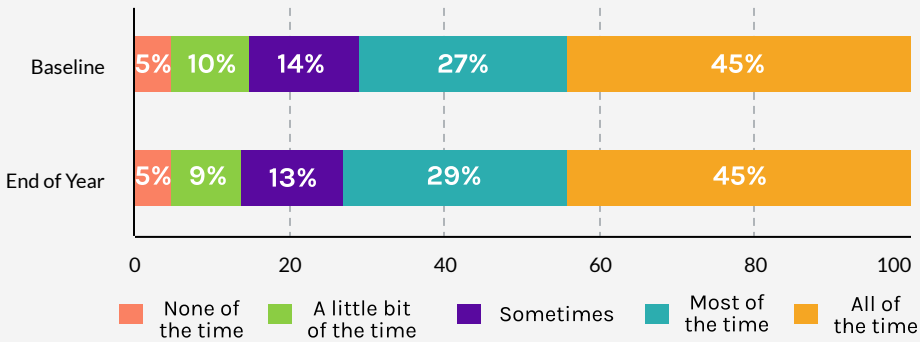

**02. I am good at communicating with other students and teachers at my school**




**03. I feel like I am a good friend to other people**




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



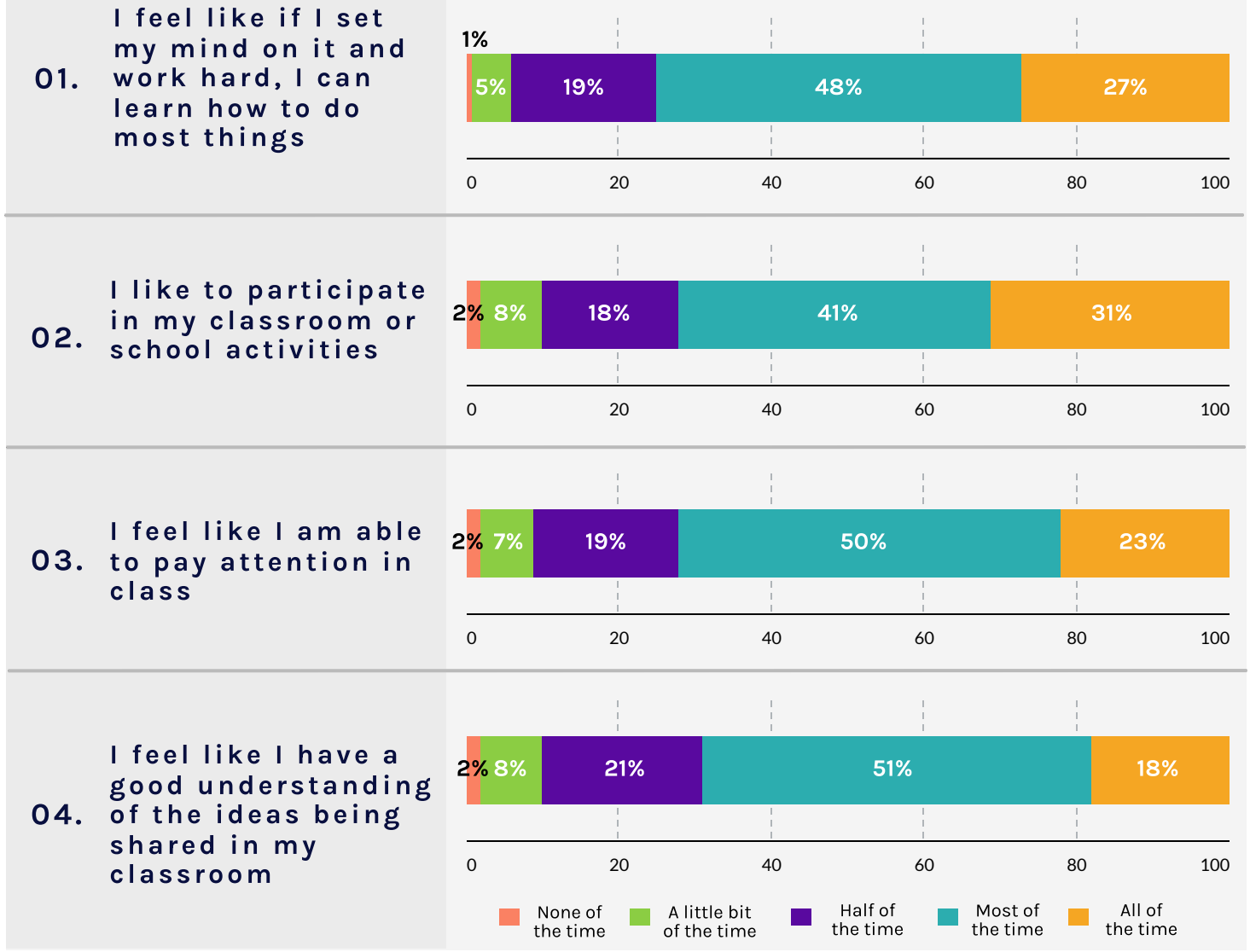
# SCHOOL ENGAGEMENT AND ACHIEVEMENT OF ONE'S LEARNING GOALS

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

## BASELINE RESPONSES:

In February, there were roughly 2,000 Gr. 5-7 students who responded to these questions. On average across the four items, 72% of students indicated that they demonstrate school engagement and achievement of their learning goals *most* or *all of the time*. Nearly one-third of students (31%) indicated that they like to participate in their classroom or school activities *all of the time*, which exceeded the percentage of students who fell into this range for the other three items in this domain. See Figure 108 for a breakdown of students' ratings.

***Figure 108.*** *Gr. 5-7 Students' Baseline Responses Regarding How Often They Demonstrate School Engagement and Achievement of Their Learning Goals*

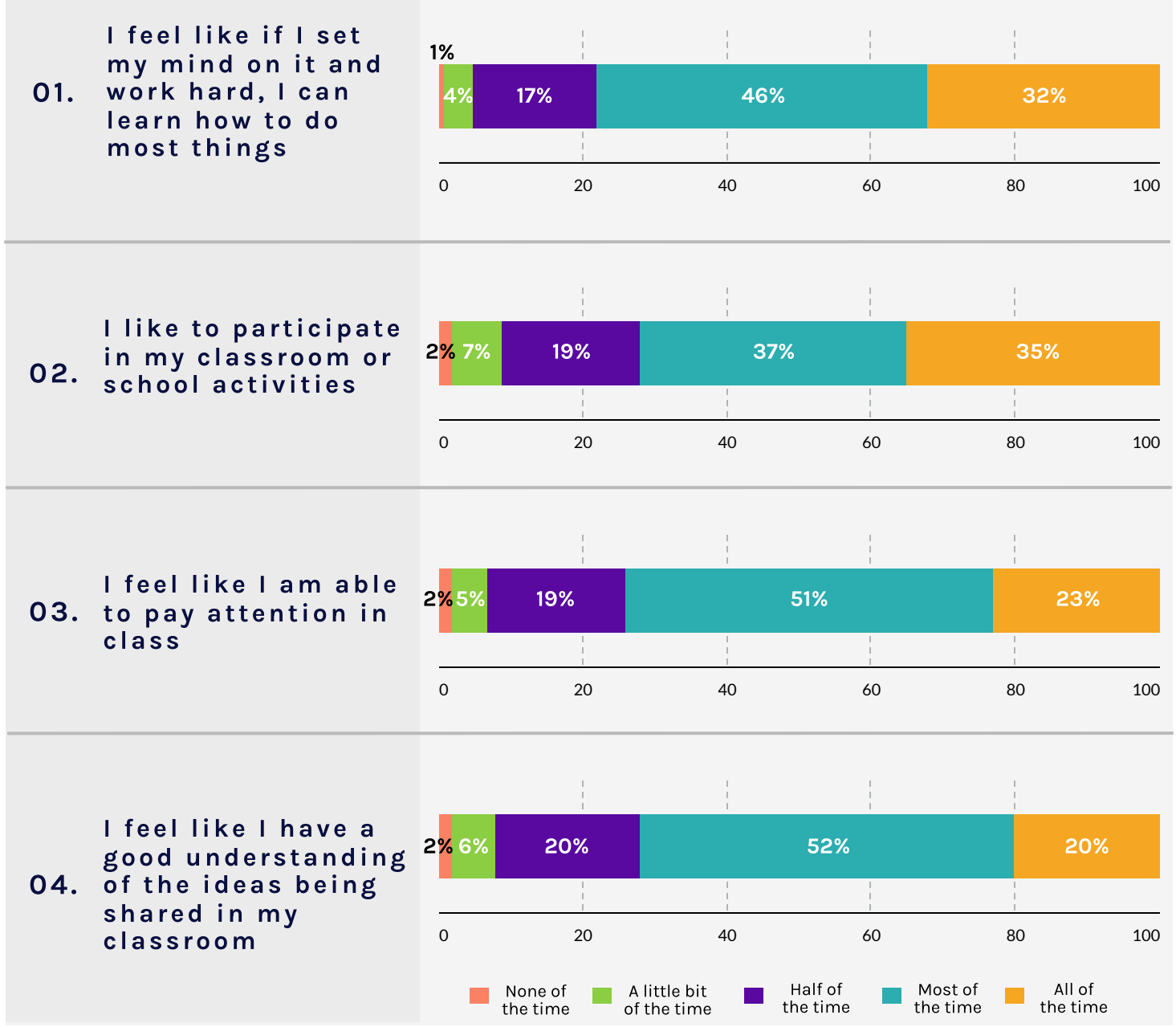


# SCHOOL ENGAGEMENT AND ACHIEVEMENT OF ONE'S LEARNING GOALS

## END-OF-YEAR RESPONSES:

In June, there were over 1,200 students who responded to these questions. On average across the four items, 74% of students indicated that they demonstrate school engagement and achievement of their learning goals *most of the time* (47%) or *all of the time* (28%). Over one-third of students (35%) indicated that they like to participate in their classroom or school activities *all of the time*, which exceeded the percentage of students who fell into this range for the other three items in this domain. Additionally, students indicated that they feel like if they set their mind on it and work hard, they can learn how to do most things most often. See Figure 109 for a breakdown of students' ratings.

***Figure 109.*** *Gr. 5-7 Students' End-of-Year Responses Regarding How Often They Demonstrate School Engagement and Achievement of Their Learning Goals*



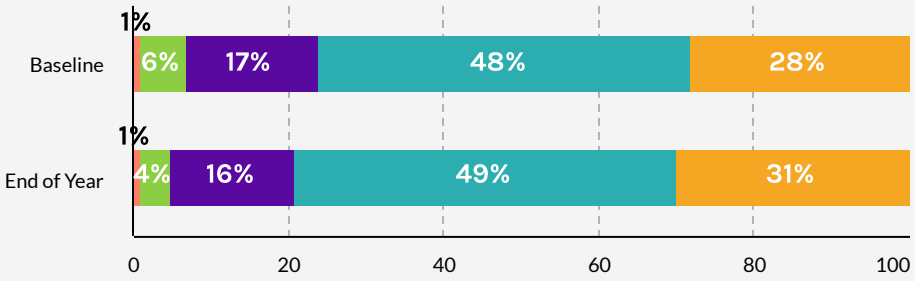
# SCHOOL ENGAGEMENT AND ACHIEVEMENT OF ONE'S LEARNING GOALS

## CHANGES BETWEEN BASELINE AND END OF YEAR

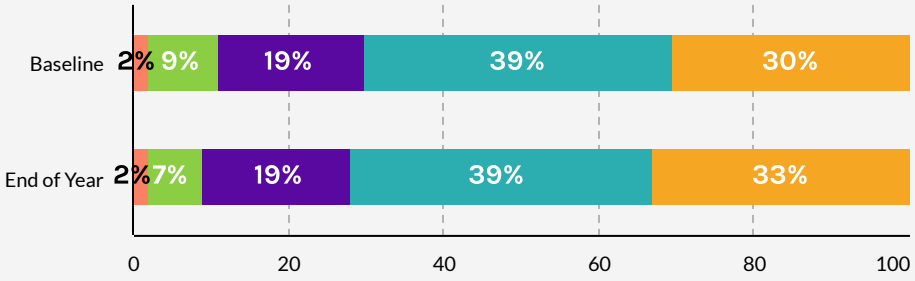
There were over 850 Gr. 5-7 students who responded to these questions in February and then again at the end of the year in June. There was an increase in the percentage of students who reported feeling like if they set their mind on it and work hard, they can learn how to do most things *most* or *all of the time* between baseline (76%) and the end of the year (80%). Additionally, the percentage of students who reported liking to participate in their classroom or school activities *all of the time* slightly increased from 30% in baseline to 33% at the end of the year. See Figure 110 for a breakdown of students' baseline and end-of-year ratings.

***Figure 110.*** *Changes Across Gr. 3-4 Students' Baseline and End-of-Year Responses Regarding How Often They Demonstrate School Engagement and Achievement of Their Learning Goals*

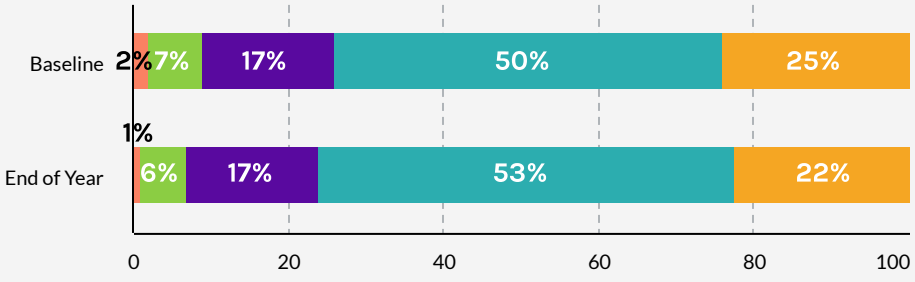
**01. I feel like if I set my mind on it and work hard, I can learn how to do most things**



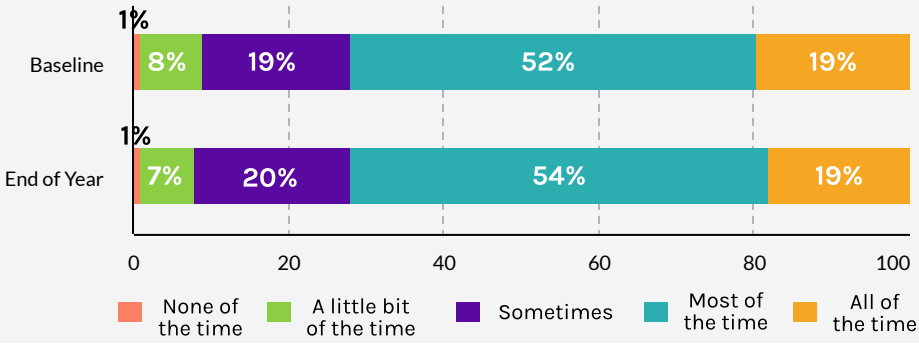

**02. I like to participate in my classroom or school activities**




**03. I feel like I am able to pay attention in class**




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



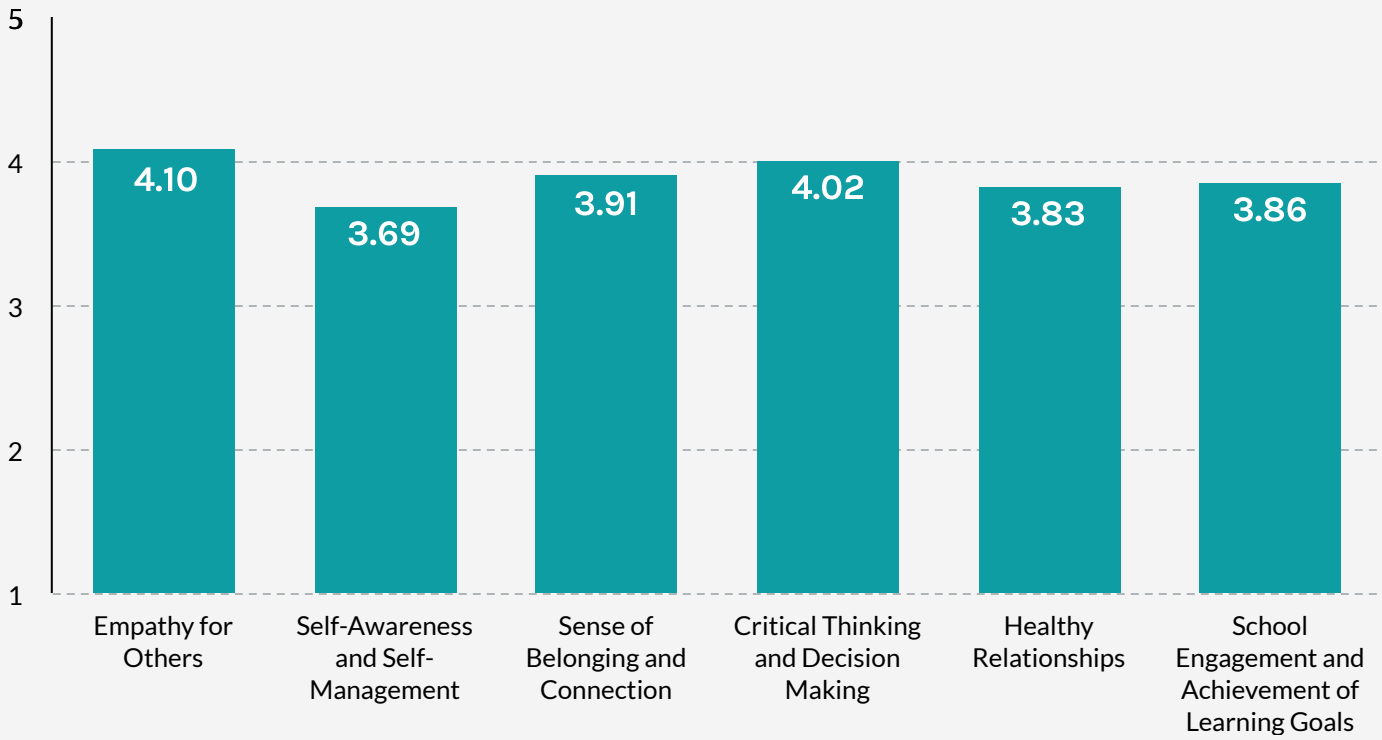
# DIFFERENCES ACROSS SEL DOMAINS

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

## BASELINE RESPONSES

There were 2,043 students who responded to questions across the six domains. Overall, students indicated that they demonstrate Empathy for Others most often and demonstrate Self-Awareness and Self-Management least often. See Figure 111 for a breakdown of students' ratings across the six SEL domains.

***Figure 111.*** *Gr. 5-7 Students' Mean Baseline Ratings of Their Own SEL Across the Six Domains*

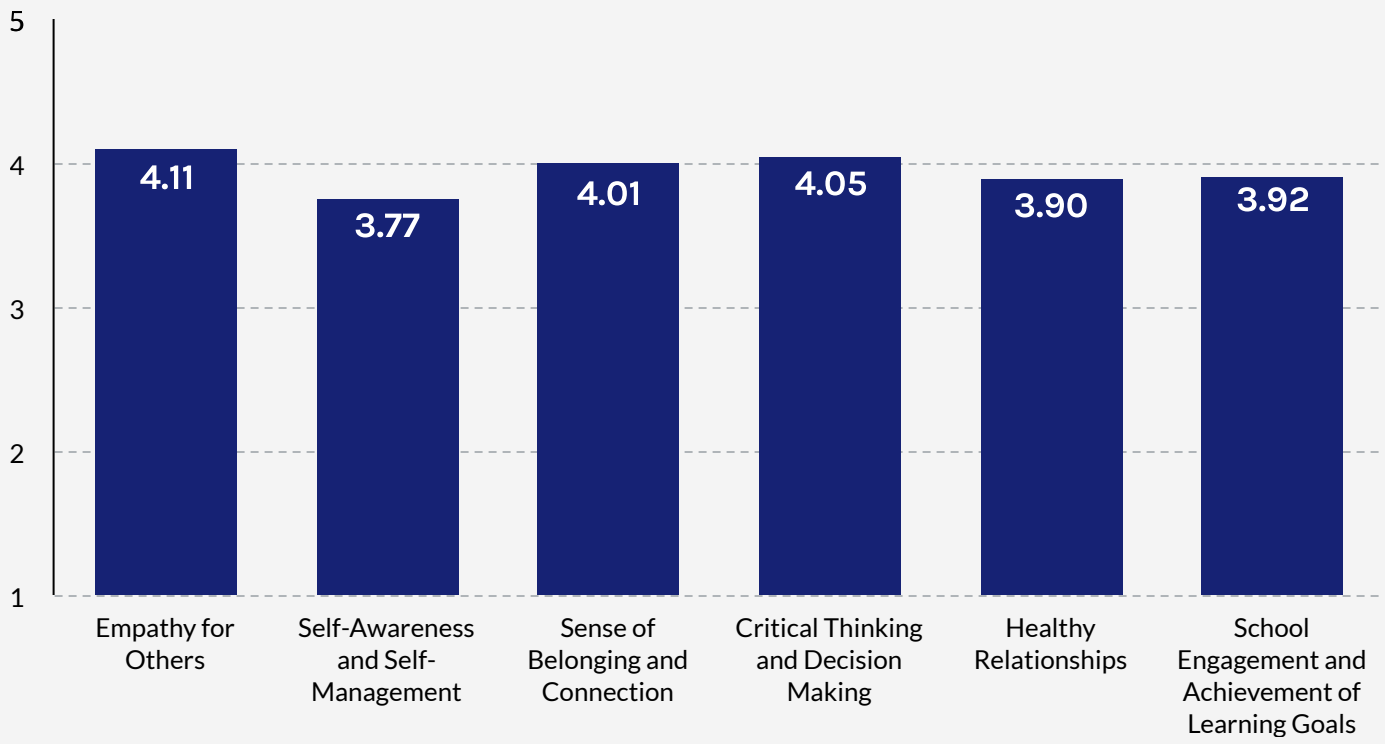


# DIFFERENCES ACROSS SEL DOMAINS

## END-OF-YEAR RESPONSES

There were 1,292 Gr. 5-7 students who responded to questions across the six domains. Once again, students indicated that they demonstrate Empathy for Others most often and demonstrate Self-Awareness and Self-Management least often. See Figure 112 for a breakdown of students' ratings across the six SEL domains.

***Figure 112.*** *Gr. 5-7 Students' Mean End-of-Year Ratings of Their Own SEL Across the Six Domains*

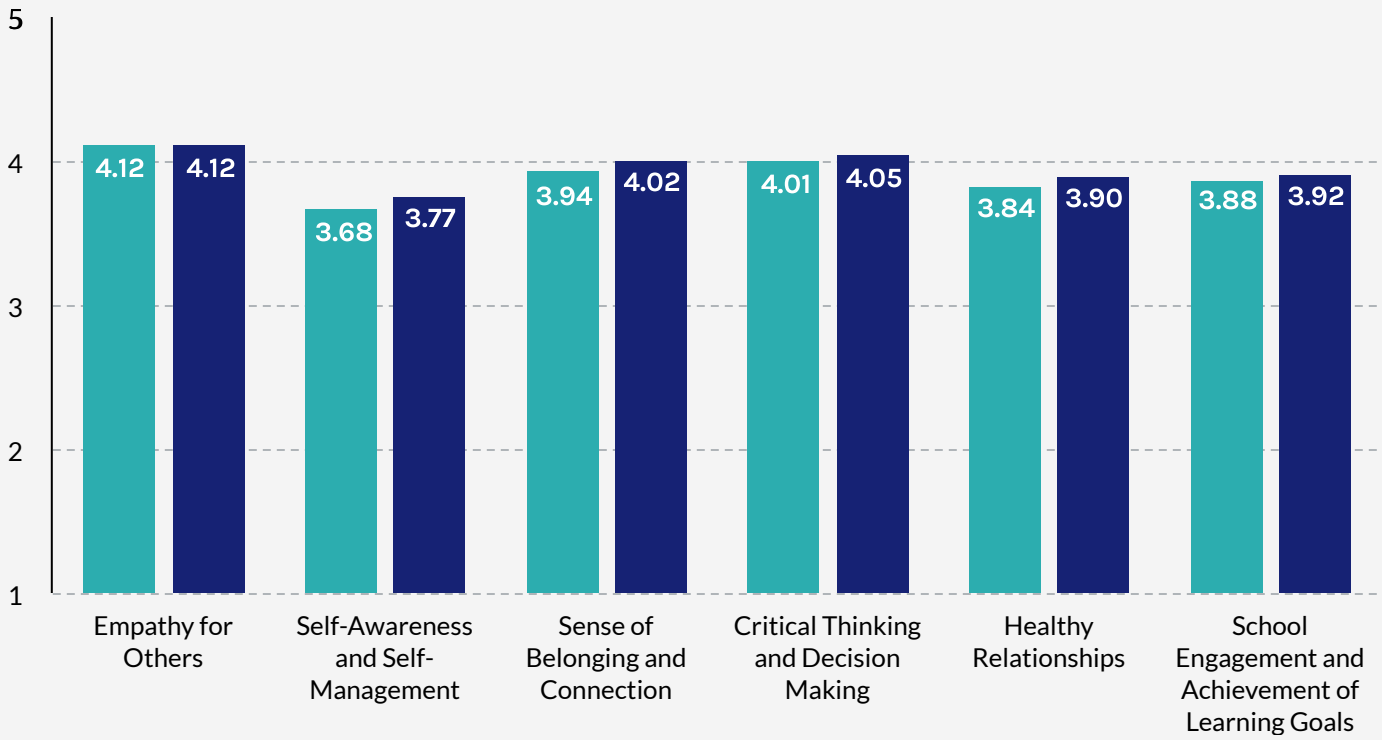


# DIFFERENCES ACROSS SEL DOMAINS

## CHANGES BETWEEN BASELINE AND END OF YEAR

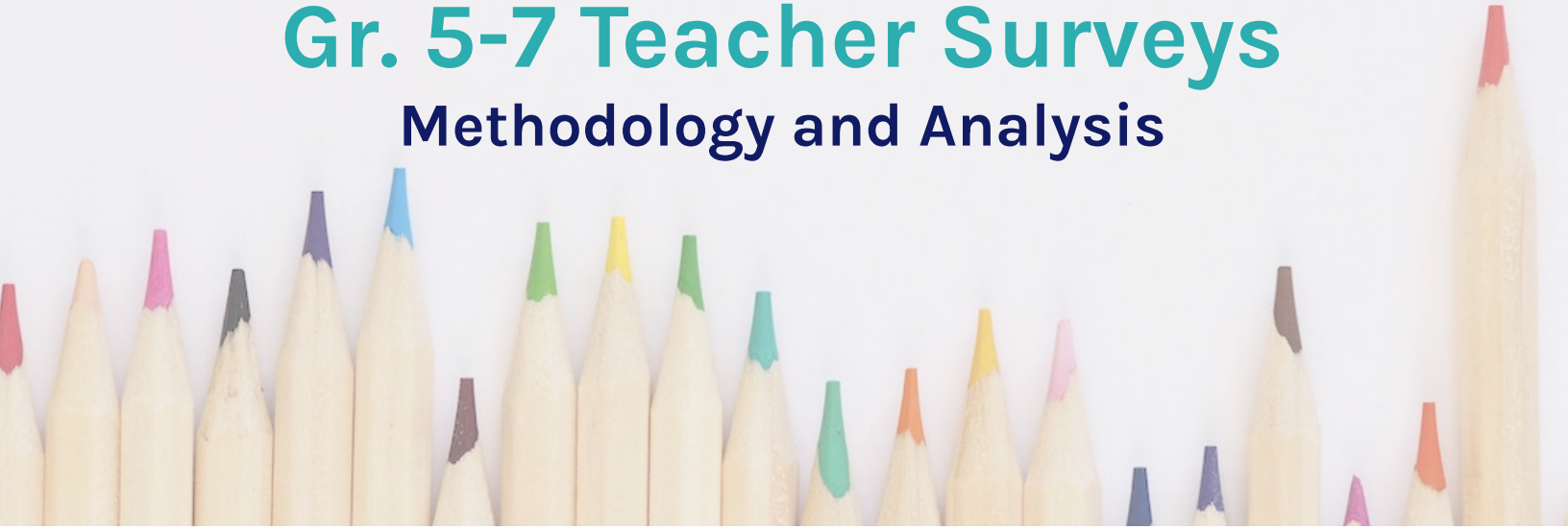
There were 874 Gr. 5-7 students who provided both baseline and end-of-year responses to questions across the six domains. Students' average ratings slightly increased between their baseline and end-of-year surveys across all domains. There was a statistically significant increase in students' baseline and end-of-year ratings in the Self-Awareness and Self-Management, Sense of Belonging and Connection, Healthy Relationships, and School Engagement and Achievement of Learning Goals domains (See Appendix G for statistical analyses). See Figure 113 for a breakdown of students' ratings across the six SEL domains.

***Figure 113.*** *Gr. 5-7 Students' Mean Baseline and End-of-Year Ratings of Their Own SEL Across the Six Domains*



# Gr. 5-7 Teacher Surveys

## Methodology and Analysis



Gr. 5-7 Teachers were invited to answer questions about their perceptions of their students' SEL competencies in six domains: (1) Empathy for Others; (2) Self-Awareness and Self-Management; (3) Sense of Belonging and Connection to Their Classroom and School; (4) Critical Thinking and Decision Making; (5) Healthy Relationships; and (6) School Engagement and Achievement of Learning Goals (see Appendix A). There were 26 items in total.

The questions consisted of several statements for which teachers had to indicate the percentage of time that their students demonstrated certain SEL competencies or desired outcomes. They had 10 response options which ranged from 0-100% of the time in 10% increments with an 11th option of "I don't know/no opinion". This 10-point response scale was then transformed into a 5-point scale as follows:

| | |
|---|---|
| 0-10% of the time | Almost none or none of the time |
| 11-20% of the time | |
| 21-30% of the time | Some of the time |
| 31-40% of the time | |
| 41-50% of the time | About half of the time |
| 51-60% of the time | |
| 61-70% of the time | Most of the time |
| 71-80% of the time | |
| 81-90% of the time | Almost all or all of the time |
| 91-100% of the time | |

This data was then calculated and represented as the percentage of teachers' responses that fell into each of the six response categories.

**BASELINE SURVEYS**

There were 60 Gr. 5-7 teachers from 28 schools who completed the baseline surveys in Microsoft Forms between between January 24, 2022 and March 8, 2022.

**END-OF-YEAR SURVEYS**

There were 18 Gr. 5-7 teachers from 12 schools who completed the end-of-year surveys in Microsoft Forms between between May 31, 2022 and June 23, 2022.

# EMPATHY FOR OTHERS

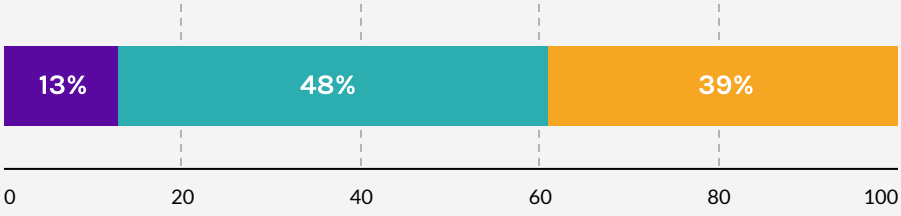
To assess students' Empathy for Others, Gr. 5-7 teachers were asked to indicate the percentage of the time that (1) their students care about how other people feel; (2) their students try to cheer people up when they are feeling sad; (3) their students try to understand how other people think and feel; and (4) it bothers their students when they see someone being mean to someone else. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time to Almost All or All of the Time* and a sixth option of *I don't know/no response.*

## BASELINE RESPONSES:

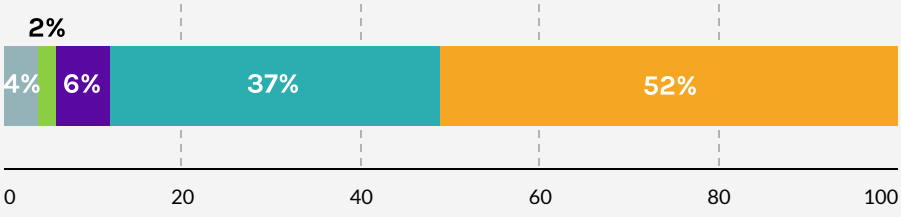
In February, there were roughly 60 Gr. 5-7 teachers who responded to these questions. On average across the four items, 88% of teachers indicated that their students demonstrate empathy for others most or all of the time. Of the four items in this domain, Gr. 5-7 teachers indicated that it bothers their students when they see someone being mean to someone else most often and that their students try to understand how other people think and feel least often. See Figure 114 for a breakdown of Gr. 5-7 teachers' ratings.

***Figure 114.*** *Gr. 5-7 Teachers' Baseline Responses Regarding How Often Their Students Demonstrate Empathy for Others*

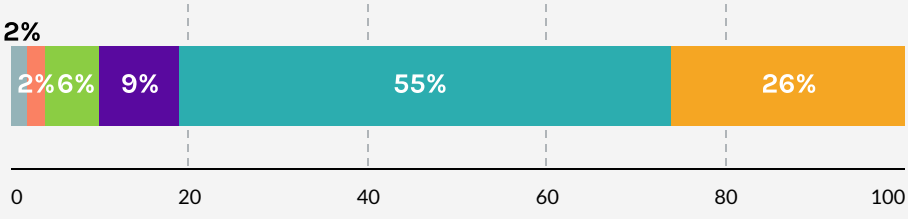
**01. My students care about how other people feel**



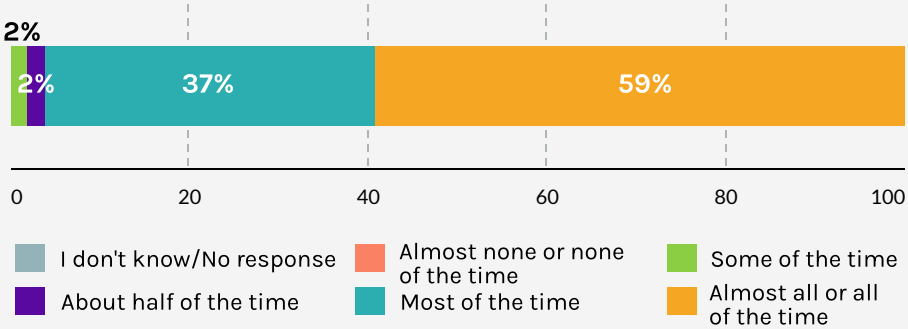

**02. My students try to cheer people up when they are feeling sad**




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




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

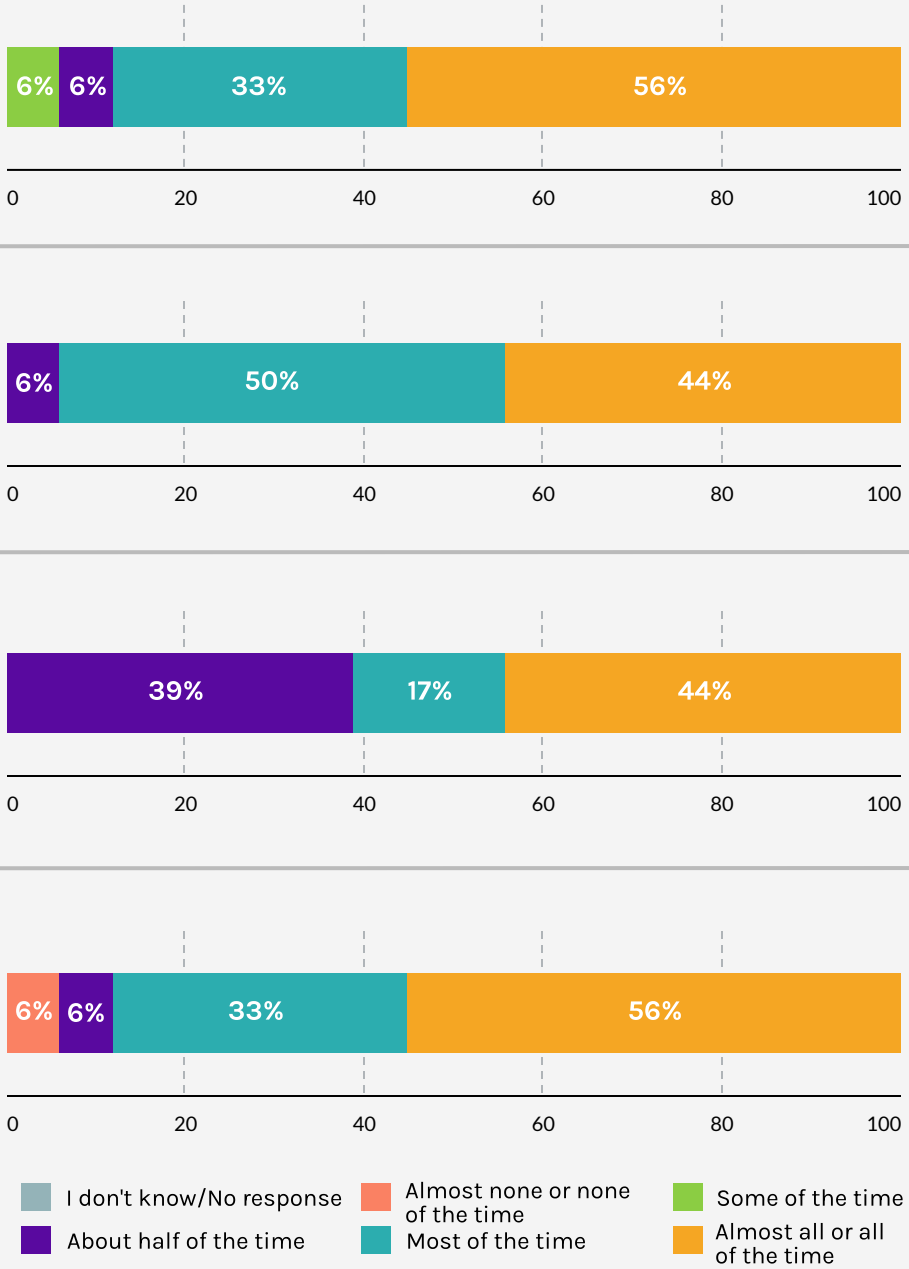


# EMPATHY FOR OTHERS

## END-OF-YEAR RESPONSES:

In June, there were 18 Gr. 5-7 teachers who responded to these questions. As with the baseline ratings, of the four items in this domain, teachers indicated that their students try to understand how other people think and feel least often. Furthermore, there was a substantial decrease in the percentage of teachers who believed their students try to understand how other people think and feel most or all of the time between baseline (81%) and the end of the year (61%). Alternatively, the percentage of teachers who reported that their students care about how other people almost all or all of the time increased notably between baseline (39%) and the end of the year (56%). See Figure 115 for a breakdown of Gr. 5-7 teachers' ratings.

***Figure 115.*** *Gr. 5-7 Teachers' End-of-Year Responses Regarding How Often Their Students Demonstrate Empathy for Others*



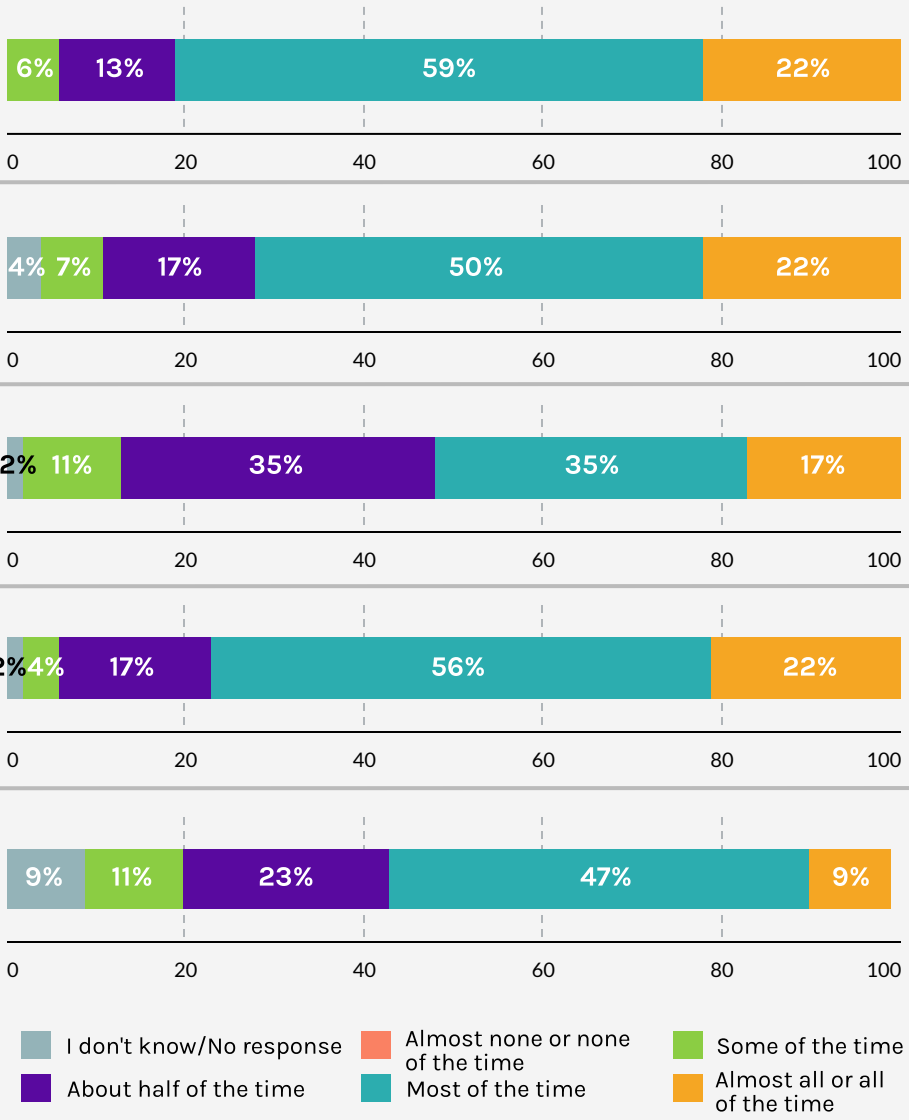
# SELF-AWARENESS AND SELF-MANAGEMENT

To assess students' development of Self-Awareness and Self-Management, Gr. 5-7 teachers were asked to indicate the percentage of the time that their students (1) know what their strengths and positive qualities are; (2) understand that their emotions affect their behaviours; (3) are good at setting goals for themselves; (4) can manage their emotions; and (5) know how to deal with difficulties in their lives. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time to Almost All or All of the Time* and a sixth option of *I don't know/no response.*

## BASELINE RESPONSES:

In February, there were roughly 60 Gr. 5-7 teachers who responded to these questions. On average across the five items, 68% of teachers indicated that their students demonstrate self-awareness and self-management most or all of the time. Furthermore, 81% of Gr. 5-7 teachers indicated that their students know what their strengths and positive qualities are most or all of the time, which is the highest percentage of teachers responding in this range across the five items in this domain. See Figure 116 for a breakdown of Gr. 5-7 teachers' ratings.

***Figure 116.*** *Gr. 5-7 Teachers' Baseline Responses Regarding How Often Their Students Demonstrate Self-Awareness and Self-Management*

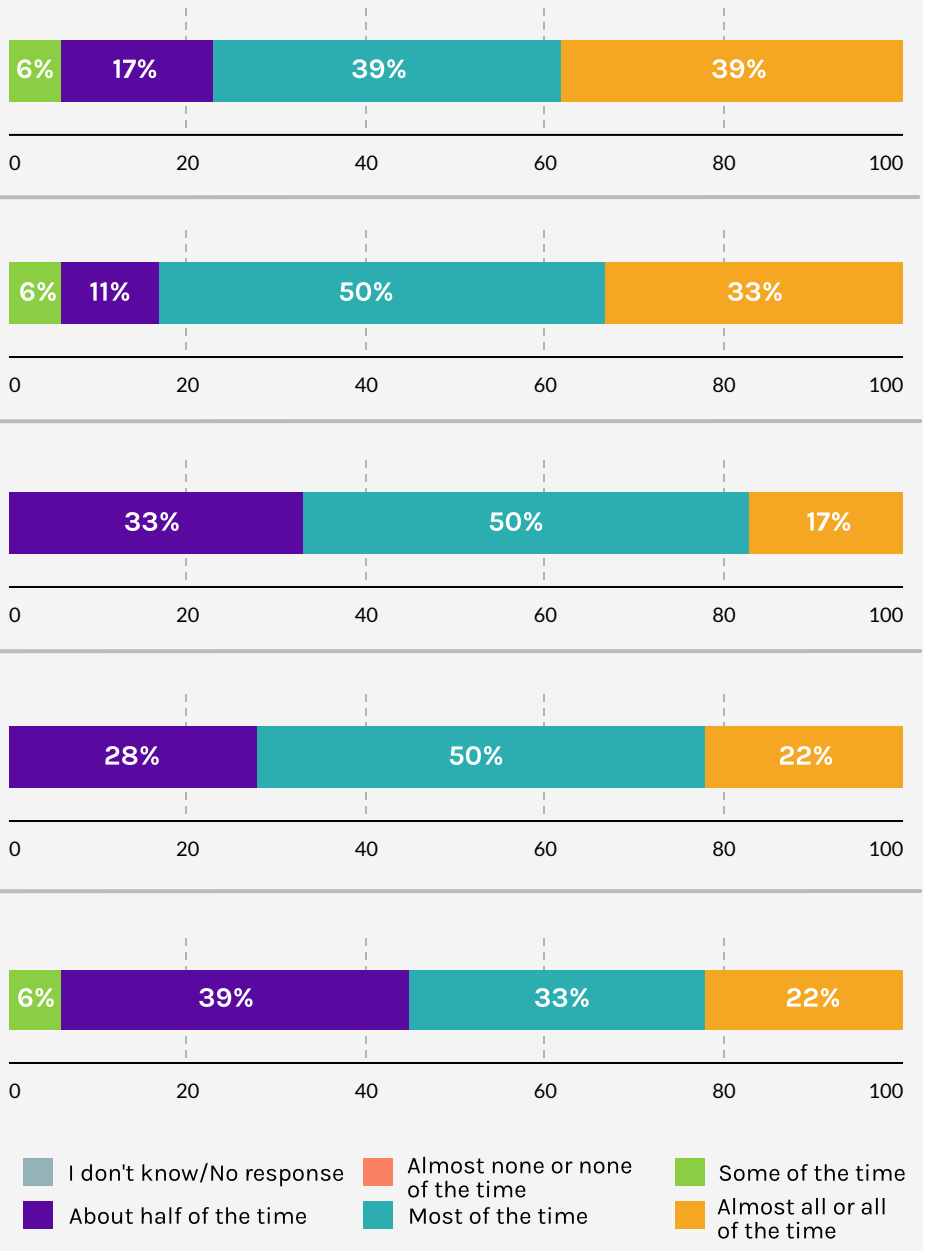


# SELF-AWARENESS AND SELF-MANAGEMENT

## END-OF-YEAR RESPONSES:

In June, there were 18 Gr. 5-7 teachers who responded to these questions. On average across the five items, 71% of teachers indicated that their students demonstrate self-awareness and self-management most or all of the time, which exceeded the baseline average percentage of teachers who responded in this range (68%). The percentage of teachers who indicated that their students know what their strengths and positive qualities are almost all or all of the time increased between baseline (22%) and the end of the year (39%). Additionally, there was an increase in the percentage of teachers who reported that their students are good at setting goals for themselves most or all of the time between baseline (52%) and the end of the year (67%). See Figure 117 for a breakdown of Gr. 5-7 teachers' ratings.

***Figure 117.*** *Gr. 5-7 Teachers' End-of-Year Responses Regarding How Often Their Students Demonstrate Self-Awareness and Self-Management*



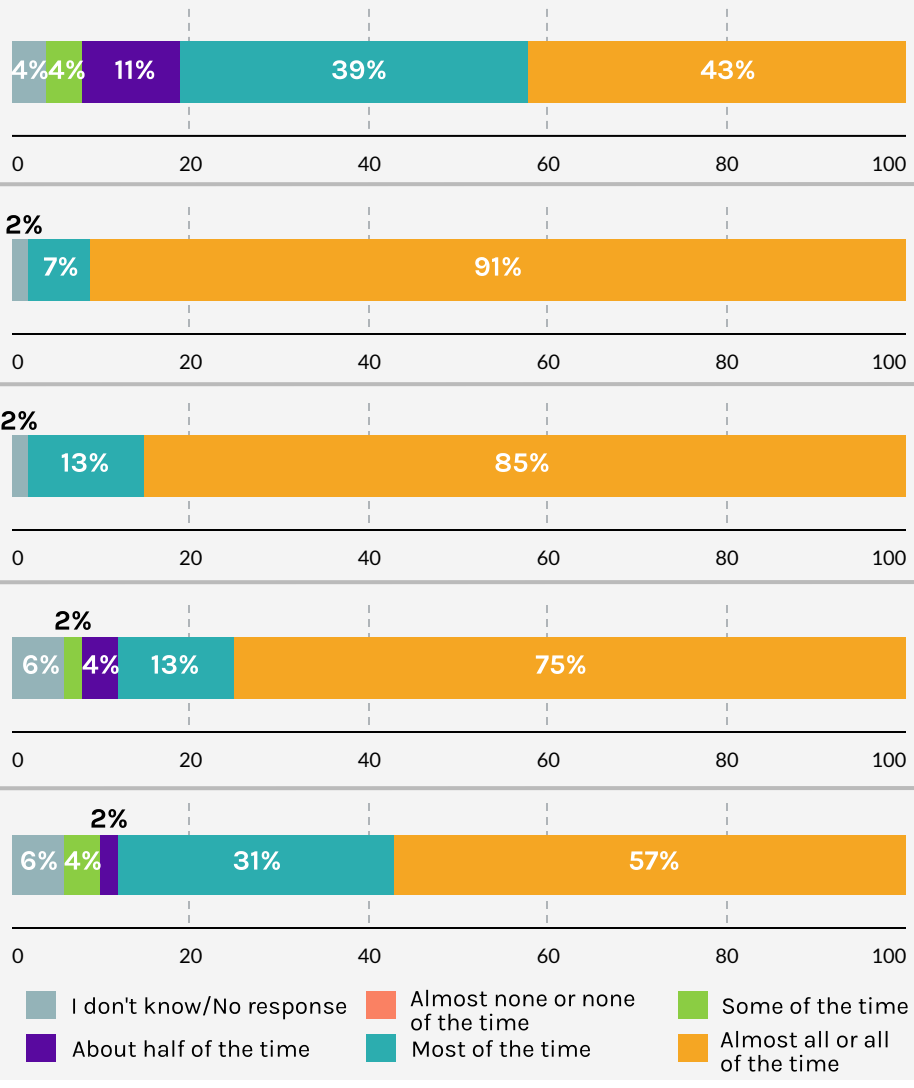
# SENSE OF BELONGING AND CONNECTION TO ONE'S CLASSROOM AND SCHOOL

To assess students' Sense of Belonging and Connection to Their Classroom and School, Gr. 5-7 teachers were asked to indicate the percentage of the time that (1) people in their classroom or school notice when their students are good at something; (2) there is at least one adult in their school who really cares about their students; (3) their students have a teacher or some other adult who always wants them to do their best; (4) their students feel like they belong in their classroom and/or school; and (5) their students have a friend at school who really cares about them. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time to Almost All or All of the Time* and a sixth option of *I don't know/no response.*

## BASELINE RESPONSES:

In February, there were approximately 60 Gr. 5-7 teachers who responded to these questions. Nearly half (43%) of teachers indicated that people in their classroom or school notice when their students are good at something almost all or all of the time. Across the five items in this domain, teachers indicated that there is at least one adult at school who cares about their students and there is a teacher or some other adult who always wants their students to do their best most often. See Figure 118 for a breakdown of Gr. 5-7 teachers' ratings.

***Figure 118.*** *Gr. 5-7 Teachers' Baseline Responses Regarding How Often Their Students Feel a Sense of Belonging and Connection*

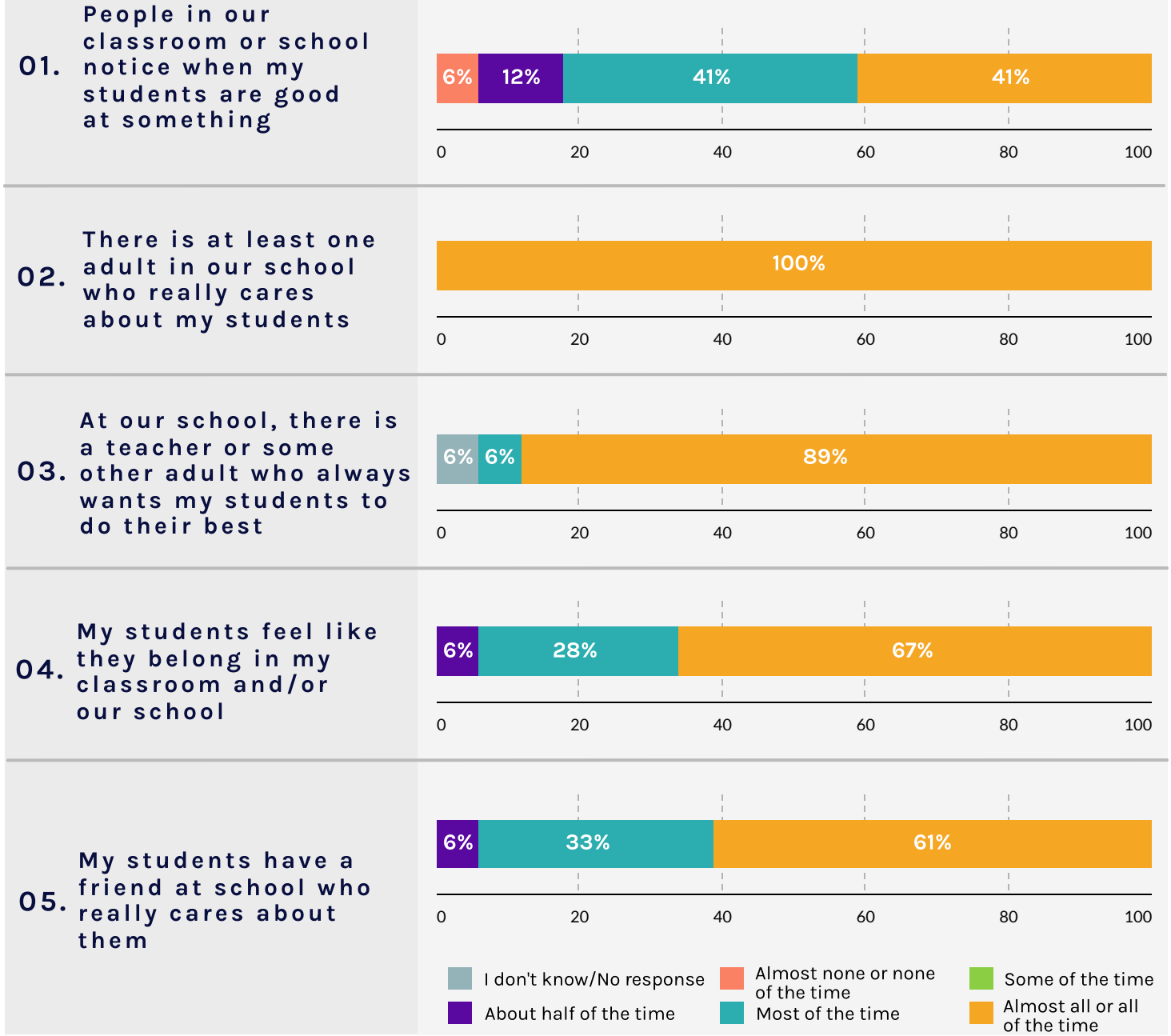


# SENSE OF BELONGING AND CONNECTION TO ONE'S CLASSROOM AND SCHOOL

## END-OF-YEAR RESPONSES:

In June, there were nearly 20 Gr. 5-7 teachers who responded to these questions. On average across the five items in this domain, 93% of teachers indicated that their students feel a sense of belonging and connection to their classroom and school most or all of the time. At the end of the year, 100% of teachers indicated that there is at least one adult at school who really cares about their students almost all or all of the time. Furthermore, 41% of teachers indicated that people in their classroom or school notice when their students are good at something almost all or all of the time, which fell below the percentage of teachers who responded in this range for the four other items in this domain. See Figure 119 for a breakdown of Gr. 5-7 teachers' ratings.

***Figure 119.*** *Gr. 5-7 Teachers' End-of-Year Responses Regarding How Often They Feel a Sense of Belonging and Connection*



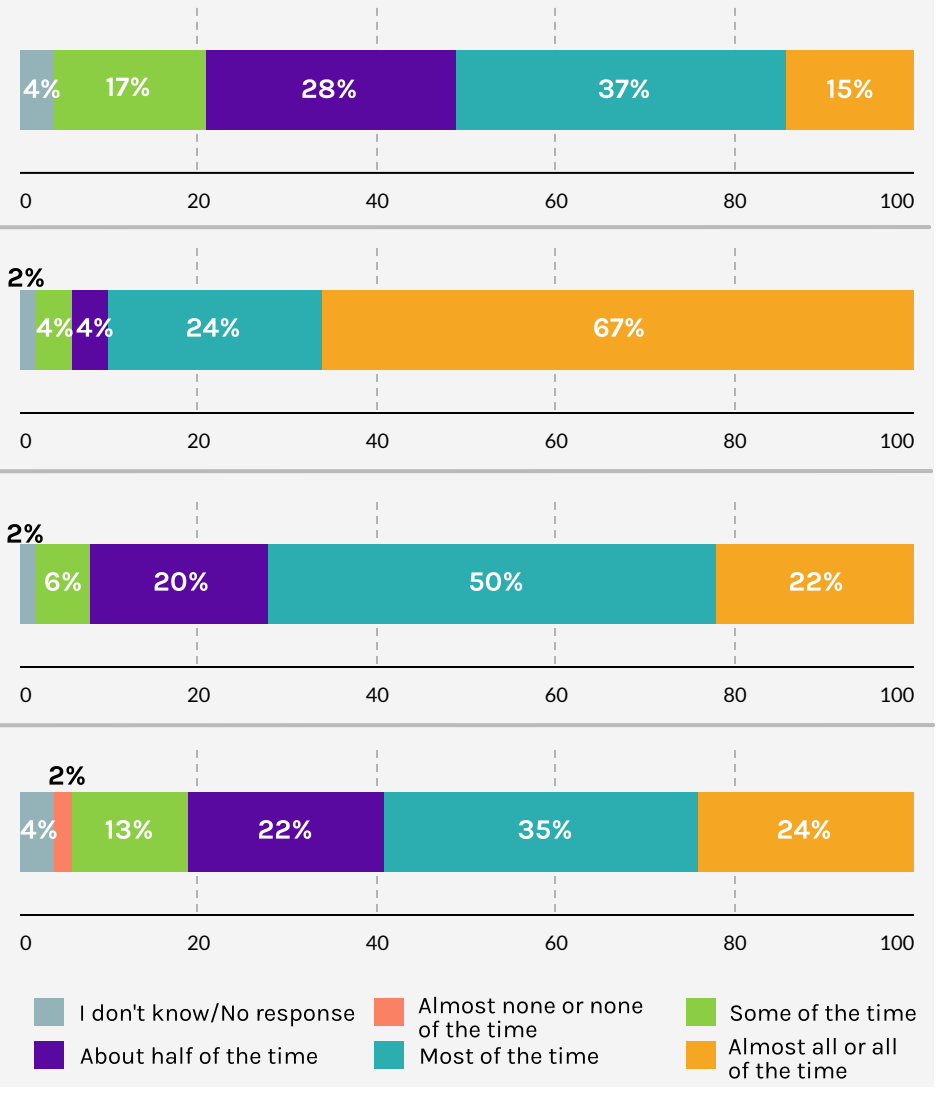
# CRITICAL THINKING AND DECISION MAKING

To assess students' development of Critical Thinking and Decision Making, Gr. 5-7 teachers were asked to indicate the percentage of the time that their students (1) think through the consequences of their actions before they make a decision; (2) understand the difference between what's right and wrong; (3) understand that their choices can affect other people; and (4) understand that their choices can impact their future. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time to Almost All or All of the Time* and a sixth option of *I don't know/no response.*

## BASELINE RESPONSES:

In February, there were 60 Gr. 5-7 teachers who responded to these questions. Nearly all teachers (91%) indicated that their students understand the difference between what's right and wrong most or all of the time, which exceeded the percentage of students who fell into this range for the other three questions in this domain by at least 19%. Additionally, compared to the other three items in this domain, teachers indicated that their students think through the consequences of their actions before they make a decision least often. See Figure 120 for a breakdown of teachers' ratings.

***Figure 120.*** *Gr. 5-7 Teachers' Baseline Responses Regarding How Often Their Students Demonstrate Critical Thinking and Decision Making*



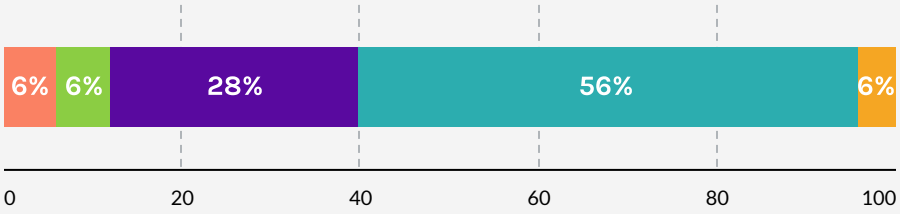
# CRITICAL THINKING AND DECISION MAKING

## END-OF-YEAR RESPONSES:

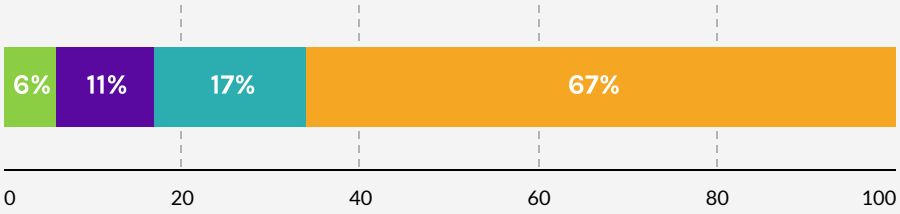
In June, there were 18 Gr. 5-7 teachers who responded to these questions. While 52% of teachers indicated that their students think through the consequences of their actions before they make a decision most or all of the time at baseline, 62% of teachers indicated that their students think through consequences of their actions most or all of the time at the end of the year. Furthermore, there was an increase in the percentage of teachers who reported that their students understand that their choices can affect other people most or all of the time between baseline (72%) and the end of the year (89%). Finally, of the four items in this domain, teachers indicated that their students understand that their choices can impact their future least often. See Figure 121 for a breakdown of Gr. 5-7 teachers' ratings.

***Figure 121.*** *Gr. 5-7 Teachers' End-of-Year Responses Regarding How Often Their Students Demonstrate Critical Thinking and Decision Making*

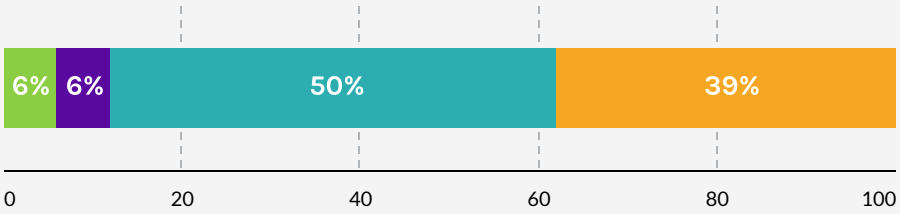
**01. My students think through the consequences of their actions before they make a decision**



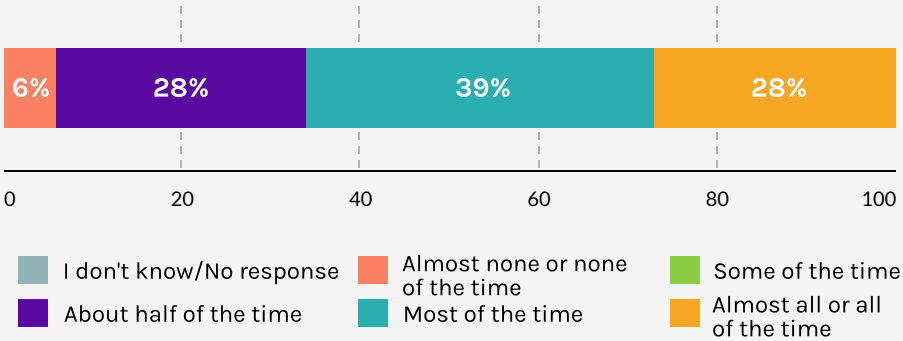

**02. My students understand the difference between what's right and wrong**




**03. My students understand that their choices can affect other people**




**04. My students understand that their choices can impact their future**



# HEALTHY RELATIONSHIPS

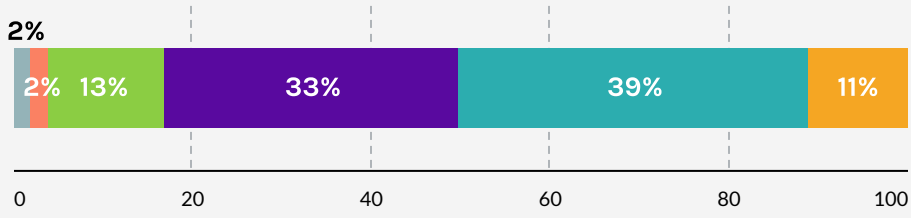
To assess students' ability to develop and maintain Healthy Relationships, Gr. 5-7 teachers were asked to indicate the percentage of the time that their students (1) are good at solving problems they have with other people; (2) are good at communicating with other students and teachers at their school; (3) are good friends to other people; and (4) have a friend or peer at school who helps them when they're having a hard time. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time to Almost All or All of the Time* and a sixth option of *I don't know/no response.*

## BASELINE RESPONSES:

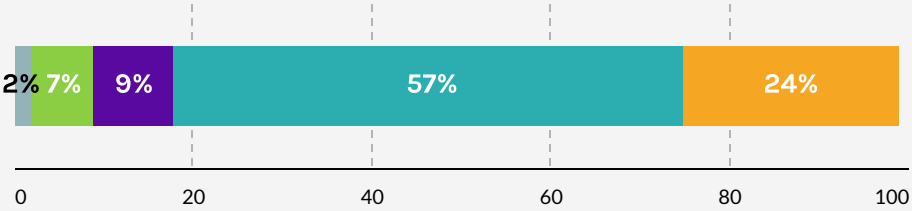
In February, there were 60 Gr. 5-7 teachers who responded to these questions. Most teachers (92%) responded that that their students have a friend or peer at school who helps them when they're having a hard time most or all of the time, which was the highest percentage of teachers who responded in this range across the four items in this domain. Additionally, of the four items in this domain, teachers indicated that their students are good at solving problems they have with other people least often. See Figure 122 for a breakdown of Gr. 5-7 teachers' ratings.

***Figure 122.*** *Gr. 5-7 Teachers' Baseline Responses Regarding How Often Their Students Demonstrate Healthy Relationships*

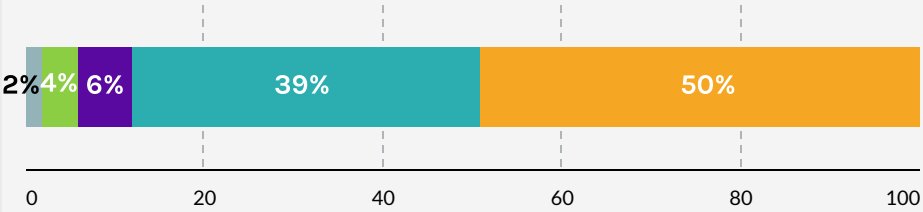
**01. My students are good at solving problems they have with other people**



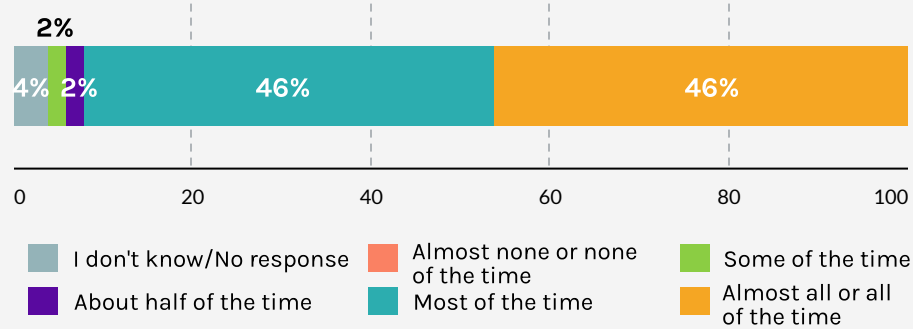

**02. My students are good at communicating with other students and teachers at our school**




**03. My students are good friends to other people**




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



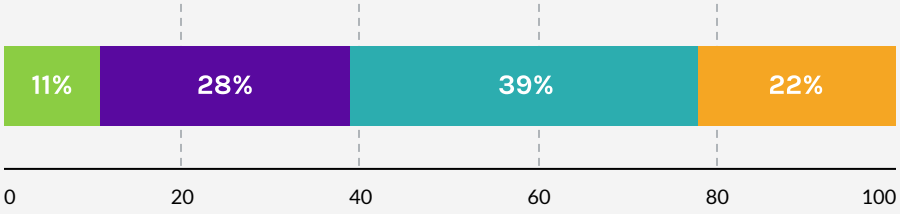
# HEALTHY RELATIONSHIPS

## END-OF-YEAR RESPONSES:

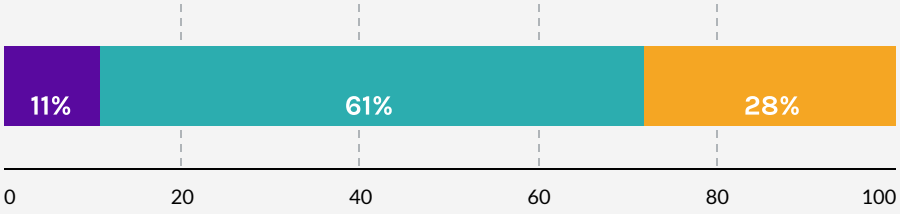
In June, there were 18 Gr. 5-7 teachers who responded to these questions. While only 11% of teachers reported that their students were good at solving problems they have with other people almost all or all of the time at baseline, 22% of teachers reported that their students are good at solving problems they have with other people almost all or all of the time at the end of the year. Furthermore, there was an increase in the percentage of teachers who indicated that their students are good at communicating with other students and teachers in their school most or all of the time between baseline (81%) and the end of the year (89%). See Figure 123 for a breakdown of Gr. 5-7 teachers' ratings.

***Figure 123.*** *Gr. 5-7 Teachers' End-of-Year Responses Regarding How Often Their Students Demonstrate Healthy Relationships*

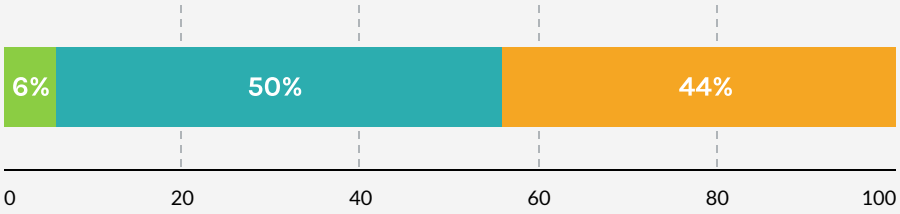
**01. My students are good at solving problems they have with other people**



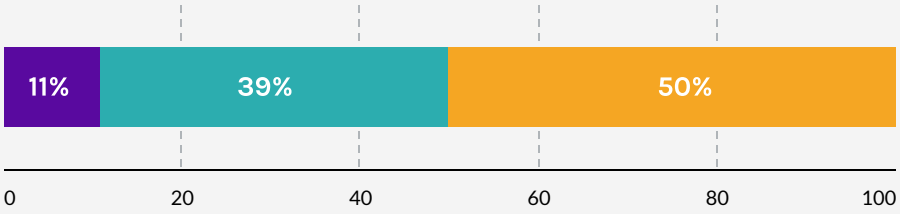

**02. My students are good at communicating with other students and teachers at our school**

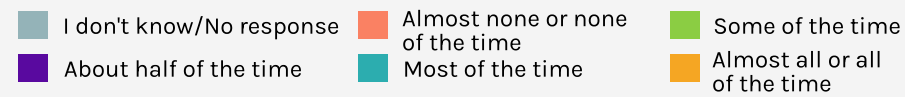



**03. My students are good friends to other people**




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



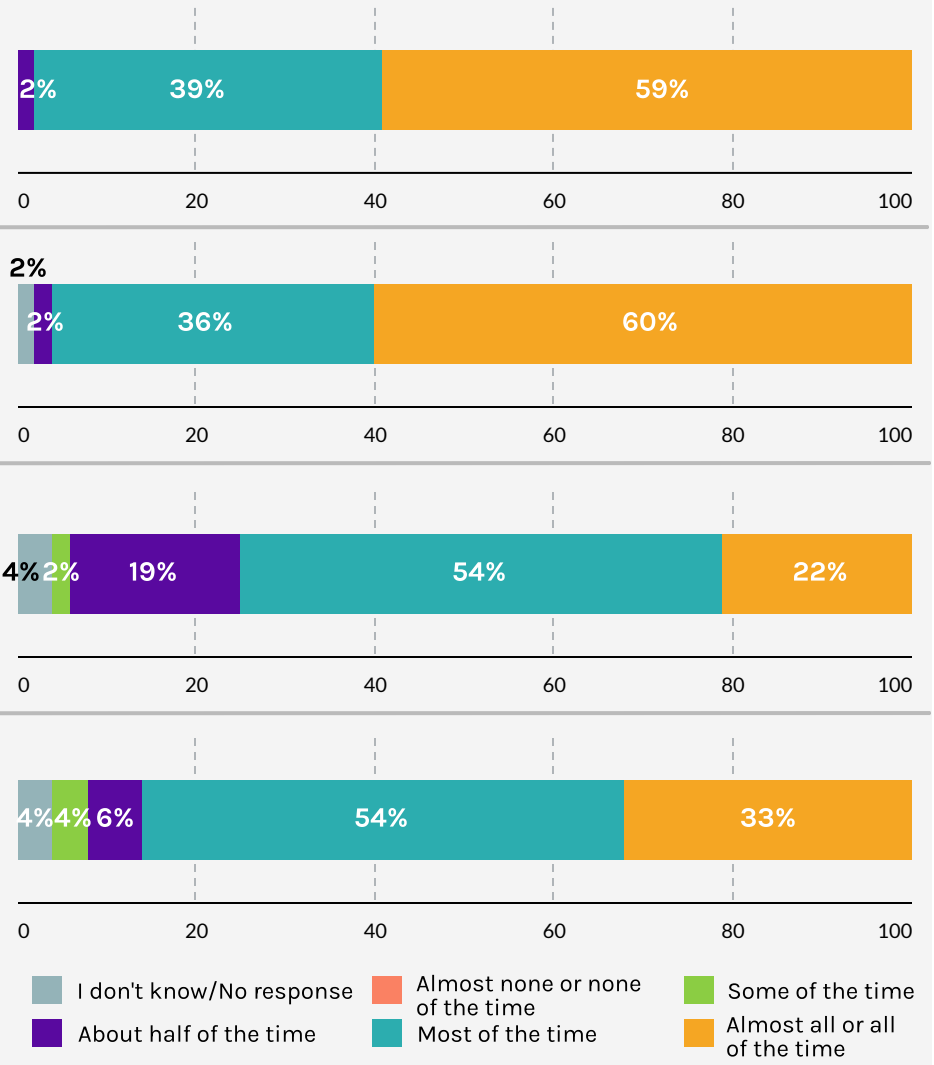
# SCHOOL ENGAGEMENT AND ACHIEVEMENT OF ONE'S LEARNING GOALS

To assess students' School Engagement and Achievement of Their Learning Goals, Gr. 5-7 teachers were asked to indicate the percentage of time that their students (1) can learn to do most things if they set their mind on it and work hard; (2) like to participate in classroom or school activities; (3) are able to pay attention in class; and (4) feel like they have a good understanding of the ideas being shared in their classroom. With the transformed rating scale, there were five response options which ranged from *Almost None or None of the Time to Almost All or All of the Time* and a sixth option of *I don't know/no response.*

## BASELINE RESPONSES:

In February, there were 60 Gr. 5-7 teachers who responded to these questions. On average across the four items, 89% of teachers indicated that their students demonstrate school engagement and achievement or their learning goals most or all of the time. Approximately 6 in 10 Gr. 5-7 teachers reported both that their students can learn to do most things if they set their mind on it and work hard and that their students like to participate in classroom or school activities almost all or all of the time, which roughly doubled the percentage of teachers who responded in this range for the other two items in this domain. See Figure 124 for a breakdown of Gr. 5-7 teachers' ratings.

***Figure 124.*** *Gr. 5-7 Teachers' Baseline Responses Regarding How Often Their Students Demonstrate School Engagement and Achievement of Their Learning Goals*

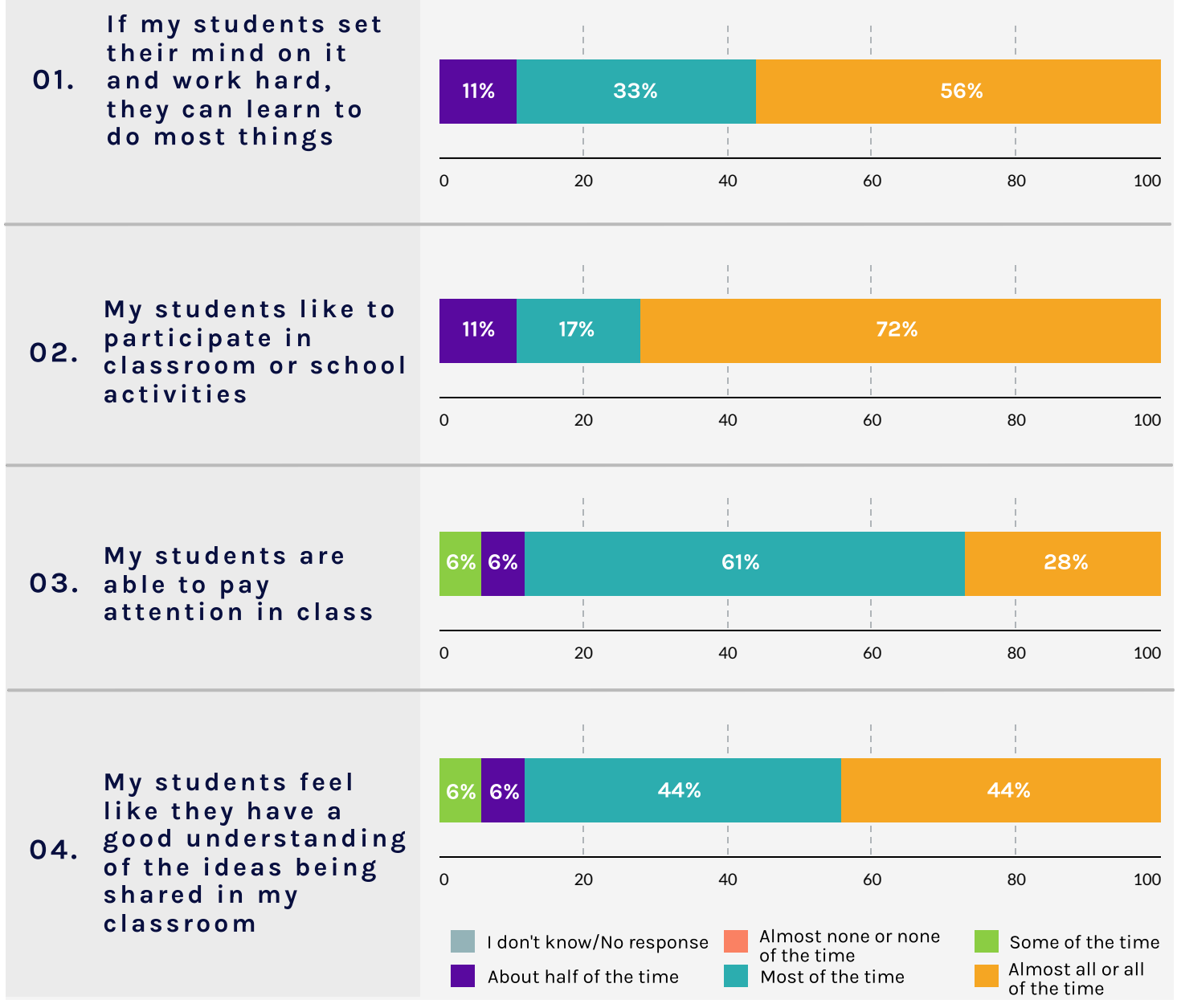


# SCHOOL ENGAGEMENT AND ACHIEVEMENT OF ONE'S LEARNING GOALS

## END-OF-YEAR RESPONSES:

In June, there were 18 Gr. 5-7 teachers who responded to these questions. On average across the four items, 89% of teachers indicated that their students demonstrate school engagement and achievement of their learning goals most or all of the time. There was an increase in the percentage of teachers who reported that their students like to participate in classroom or school activities almost all or all of the time between baseline (60%) and the end of the year (72%). Finally, while 75% of teachers indicated that their students are able to pay attention in class most or all of the time at baseline, 89% of teachers indicated that their students are able to pay attention this often at the end of the year. See Figure 125 for a breakdown of Gr. 5-7 teachers' ratings.

***Figure 125.*** *Gr. 5-7 Teachers' End-of-Year Responses Regarding How Often Their Students Demonstrate School Engagement and Achievement of Their Learning Goals*



# Appendix A

## Teacher SEL Lead Initiative Survey

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

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

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

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

## Teacher Questions

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

1. **School Name:**

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

| | | |
|---|---|---|
| ☐ Kindergarten | ☐ Grade 1 | ☐ Grade 2 |
| ☐ Grade 3 | ☐ Grade 4 | ☐ Grade 5 |
| ☐ Grade 6 | ☐ Grade 7 | |

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

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

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

- ○ Yes
- ○ No

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

- ○ Yes
- ○ No

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

- ○ 0-10% of the time
- ○ 11-20% of the time
- ○ 21-30% of the time
- ○ 31-40% of the time
- ○ 41-50% of the time
- ○ 51-60% of the time
- ○ 61-70% of the time
- ○ 71-80% of the time
- ○ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ○ 0-10% of the time
- ○ 11-20% of the time
- ○ 21-30% of the time
- ○ 31-40% of the time
- ○ 41-50% of the time
- ○ 51-60% of the time
- ○ 61-70% of the time
- ○ 71-80% of the time
- ○ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

8. **I demonstrate Empathy for Others.**

- ○ 0-10% of the time
- ○ 11-20% of the time
- ○ 21-30% of the time
- ○ 31-40% of the time
- ○ 41-50% of the time
- ○ 51-60% of the time
- ○ 61-70% of the time
- ○ 71-80% of the time
- ○ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ○ 0-10% of the time
- ○ 11-20% of the time
- ○ 21-30% of the time
- ○ 31-40% of the time
- ○ 41-50% of the time
- ○ 51-60% of the time
- ○ 61-70% of the time
- ○ 71-80% of the time
- ○ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ○ 0-10% of the time
- ○ 11-20% of the time
- ○ 21-30% of the time
- ○ 31-40% of the time
- ○ 41-50% of the time
- ○ 51-60% of the time
- ○ 61-70% of the time
- ○ 71-80% of the time
- ○ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ○ 0-10% of the time
- ○ 11-20% of the time
- ○ 21-30% of the time
- ○ 31-40% of the time
- ○ 41-50% of the time
- ○ 51-60% of the time
- ○ 61-70% of the time
- ○ 71-80% of the time
- ○ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ○ 0-10% of the time
- ○ 11-20% of the time
- ○ 21-30% of the time
- ○ 31-40% of the time
- ○ 41-50% of the time
- ○ 51-60% of the time
- ○ 61-70% of the time
- ○ 71-80% of the time
- ○ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ○ 0-10% of the time
- ○ 11-20% of the time
- ○ 21-30% of the time
- ○ 31-40% of the time
- ○ 41-50% of the time
- ○ 51-60% of the time
- ○ 61-70% of the time
- ○ 71-80% of the time
- ○ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ○ 0-10% of the time
- ○ 11-20% of the time
- ○ 21-30% of the time
- ○ 31-40% of the time
- ○ 41-50% of the time
- ○ 51-60% of the time
- ○ 61-70% of the time
- ○ 71-80% of the time
- ○ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ○ 0-10% of the time
- ○ 11-20% of the time
- ○ 21-30% of the time
- ○ 31-40% of the time
- ○ 41-50% of the time
- ○ 51-60% of the time
- ○ 61-70% of the time
- ○ 71-80% of the time
- ○ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ○ 0-10% of the time
- ○ 11-20% of the time
- ○ 21-30% of the time
- ○ 31-40% of the time
- ○ 41-50% of the time
- ○ 51-60% of the time
- ○ 61-70% of the time
- ○ 71-80% of the time
- ○ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

17. **I feel like other people value my work.**

- ○ 0-10% of the time
- ○ 11-20% of the time
- ○ 21-30% of the time
- ○ 31-40% of the time
- ○ 41-50% of the time
- ○ 51-60% of the time
- ○ 61-70% of the time
- ○ 71-80% of the time
- ○ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

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

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

- ☐ Explicit SEL instruction
- ☐ SEL integrated with academic instruction
- ☐ Youth voice and engagement
- ☐ Supportive school and classroom climates
- ☐ Authentic family partnerships
- ☐ Focus on adult SEL
- ☐ Aligned community partnerships
- ☐ Systems for continuous improvement
- ☐ A continuum of integrated supports

21. **In your understanding today, What is SEL?**

## Questions About Your Students

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

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

- ☐ 0-10% of the time
- ☐ 11-20% of the time
- ☐ 21-30% of the time
- ☐ 31-40% of the time
- ☐ 41-50% of the time
- ☐ 51-60% of the time
- ☐ 61-70% of the time
- ☐ 71-80% of the time
- ☐ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

23. **My students care about how other people feel.**

- ☐ 0-10% of the time
- ☐ 11-20% of the time
- ☐ 21-30% of the time
- ☐ 31-40% of the time
- ☐ 41-50% of the time
- ☐ 51-60% of the time
- ☐ 61-70% of the time
- ☐ 71-80% of the time
- ☐ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ☐ 0-10% of the time
- ☐ 11-20% of the time
- ☐ 21-30% of the time
- ☐ 31-40% of the time
- ☐ 41-50% of the time
- ☐ 51-60% of the time
- ☐ 61-70% of the time
- ☐ 71-80% of the time
- ☐ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ☐ 0-10% of the time
- ☐ 11-20% of the time
- ☐ 21-30% of the time
- ☐ 31-40% of the time
- ☐ 41-50% of the time
- ☐ 51-60% of the time
- ☐ 61-70% of the time
- ☐ 71-80% of the time
- ☐ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ☐ 0-10% of the time
- ☐ 11-20% of the time
- ☐ 21-30% of the time
- ☐ 31-40% of the time
- ☐ 41-50% of the time
- ☐ 51-60% of the time
- ☐ 61-70% of the time
- ☐ 71-80% of the time
- ☐ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ☐ 0-10% of the time
- ☐ 11-20% of the time
- ☐ 21-30% of the time
- ☐ 31-40% of the time
- ☐ 41-50% of the time
- ☐ 51-60% of the time
- ☐ 61-70% of the time
- ☐ 71-80% of the time
- ☐ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ☐ 0-10% of the time
- ☐ 11-20% of the time
- ☐ 21-30% of the time
- ☐ 31-40% of the time
- ☐ 41-50% of the time
- ☐ 51-60% of the time
- ☐ 61-70% of the time
- ☐ 71-80% of the time
- ☐ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ☐ 0-10% of the time
- ☐ 11-20% of the time
- ☐ 21-30% of the time
- ☐ 31-40% of the time
- ☐ 41-50% of the time
- ☐ 51-60% of the time
- ☐ 61-70% of the time
- ☐ 71-80% of the time
- ☐ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ☐ 0-10% of the time
- ☐ 11-20% of the time
- ☐ 21-30% of the time
- ☐ 31-40% of the time
- ☐ 41-50% of the time
- ☐ 51-60% of the time
- ☐ 61-70% of the time
- ☐ 71-80% of the time
- ☐ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ☐ 0-10% of the time
- ☐ 11-20% of the time
- ☐ 21-30% of the time
- ☐ 31-40% of the time
- ☐ 41-50% of the time
- ☐ 51-60% of the time
- ☐ 61-70% of the time
- ☐ 71-80% of the time
- ☐ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ☐ 0-10% of the time
- ☐ 11-20% of the time
- ☐ 21-30% of the time
- ☐ 31-40% of the time
- ☐ 41-50% of the time
- ☐ 51-60% of the time
- ☐ 61-70% of the time
- ☐ 71-80% of the time
- ☐ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ☐ 0-10% of the time
- ☐ 11-20% of the time
- ☐ 21-30% of the time
- ☐ 31-40% of the time
- ☐ 41-50% of the time
- ☐ 51-60% of the time
- ☐ 61-70% of the time
- ☐ 71-80% of the time
- ☐ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ☐ 0-10% of the time
- ☐ 11-20% of the time
- ☐ 21-30% of the time
- ☐ 31-40% of the time
- ☐ 41-50% of the time
- ☐ 51-60% of the time
- ☐ 61-70% of the time
- ☐ 71-80% of the time
- ☐ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ○ 0-10% of the time
- ○ 11-20% of the time
- ○ 21-30% of the time
- ○ 31-40% of the time
- ○ 41-50% of the time
- ○ 51-60% of the time
- ○ 61-70% of the time
- ○ 71-80% of the time
- ○ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

36. **My students are good friends to other people.**

- ○ 0-10% of the time
- ○ 11-20% of the time
- ○ 21-30% of the time
- ○ 31-40% of the time
- ○ 41-50% of the time
- ○ 51-60% of the time
- ○ 61-70% of the time
- ○ 71-80% of the time
- ○ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ○ 0-10% of the time
- ○ 11-20% of the time
- ○ 21-30% of the time
- ○ 31-40% of the time
- ○ 41-50% of the time
- ○ 51-60% of the time
- ○ 61-70% of the time
- ○ 71-80% of the time
- ○ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ○ 0-10% of the time
- ○ 11-20% of the time
- ○ 21-30% of the time
- ○ 31-40% of the time
- ○ 41-50% of the time
- ○ 51-60% of the time
- ○ 61-70% of the time
- ○ 71-80% of the time
- ○ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

39. **My students can manage their emotions.**

- ○ 0-10% of the time
- ○ 11-20% of the time
- ○ 21-30% of the time
- ○ 31-40% of the time
- ○ 41-50% of the time
- ○ 51-60% of the time
- ○ 61-70% of the time
- ○ 71-80% of the time
- ○ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ○ 0-10% of the time
- ○ 11-20% of the time
- ○ 21-30% of the time
- ○ 31-40% of the time
- ○ 41-50% of the time
- ○ 51-60% of the time
- ○ 61-70% of the time
- ○ 71-80% of the time
- ○ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ○ 0-10% of the time
- ○ 11-20% of the time
- ○ 21-30% of the time
- ○ 31-40% of the time
- ○ 41-50% of the time
- ○ 51-60% of the time
- ○ 61-70% of the time
- ○ 71-80% of the time
- ○ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ○ 0-10% of the time
- ○ 11-20% of the time
- ○ 21-30% of the time
- ○ 31-40% of the time
- ○ 41-50% of the time
- ○ 51-60% of the time
- ○ 61-70% of the time
- ○ 71-80% of the time
- ○ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ○ 0-10% of the time
- ○ 11-20% of the time
- ○ 21-30% of the time
- ○ 31-40% of the time
- ○ 41-50% of the time
- ○ 51-60% of the time
- ○ 61-70% of the time
- ○ 71-80% of the time
- ○ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ○ 0-10% of the time
- ○ 11-20% of the time
- ○ 21-30% of the time
- ○ 31-40% of the time
- ○ 41-50% of the time
- ○ 51-60% of the time
- ○ 61-70% of the time
- ○ 71-80% of the time
- ○ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ○ 0-10% of the time
- ○ 11-20% of the time
- ○ 21-30% of the time
- ○ 31-40% of the time
- ○ 41-50% of the time
- ○ 51-60% of the time
- ○ 61-70% of the time
- ○ 71-80% of the time
- ○ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ○ 0-10% of the time
- ○ 11-20% of the time
- ○ 21-30% of the time
- ○ 31-40% of the time
- ○ 41-50% of the time
- ○ 51-60% of the time
- ○ 61-70% of the time
- ○ 71-80% of the time
- ○ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

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

- ○ 0-10% of the time
- ○ 11-20% of the time
- ○ 21-30% of the time
- ○ 31-40% of the time
- ○ 41-50% of the time
- ○ 51-60% of the time
- ○ 61-70% of the time
- ○ 71-80% of the time
- ○ 81-90% of the time
- ○ 91-100% of the time
- ○ I don't know/No opinion

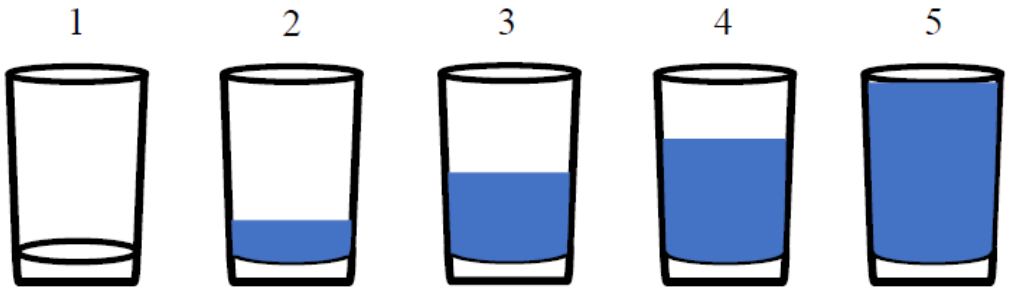
## Additional Student Feedback

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

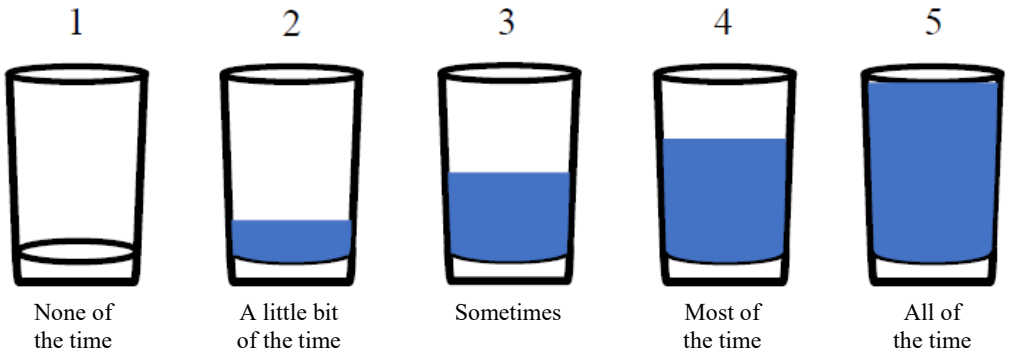
# Appendix B

K-2 SEL Lead Initiative Survey

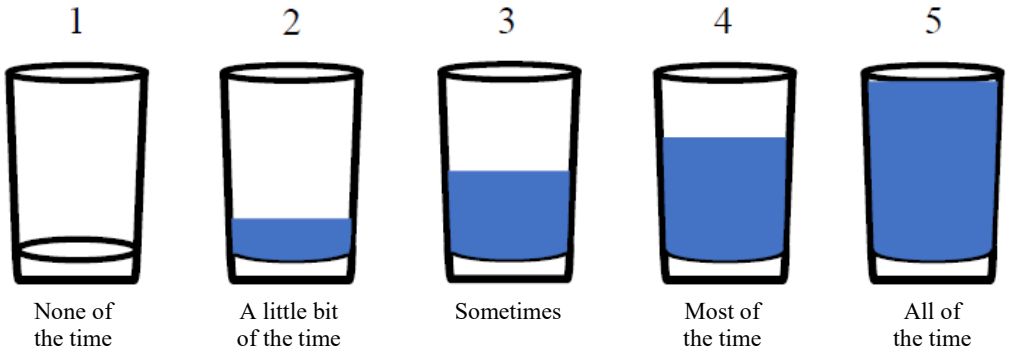
**1. I care about how other people feel.**



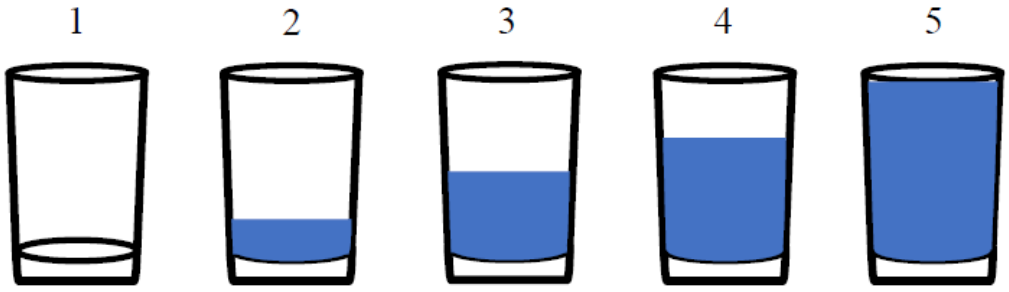

**2. I like to participate in my classroom or school activities.**



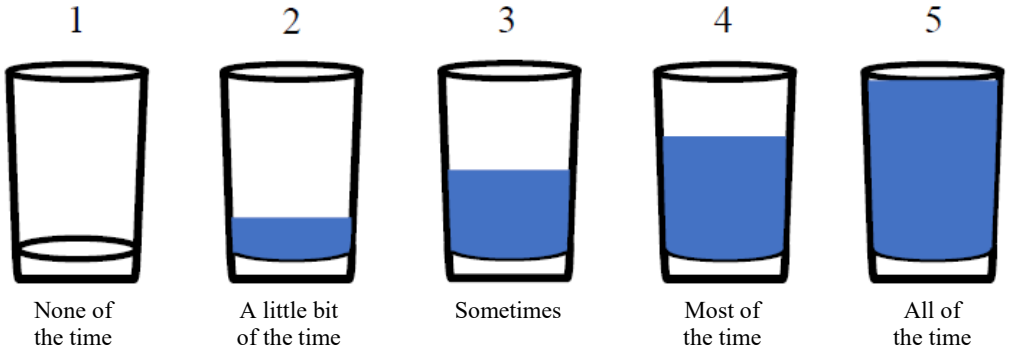

**3. I know what's right and wrong.**



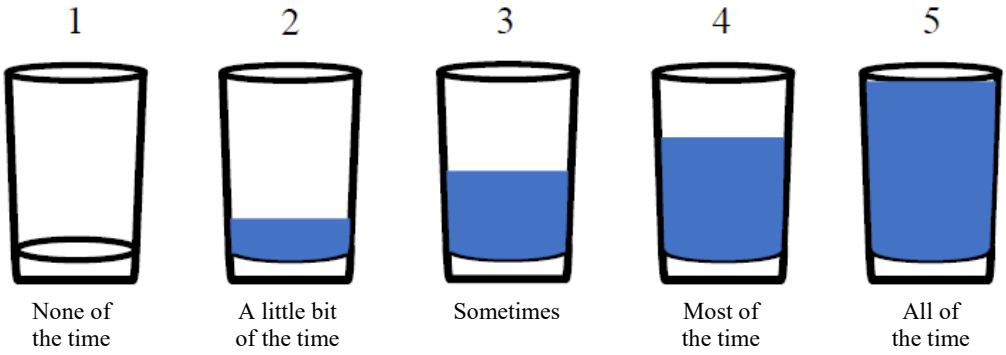
**4. There is at least one adult at my school who really cares about me.**



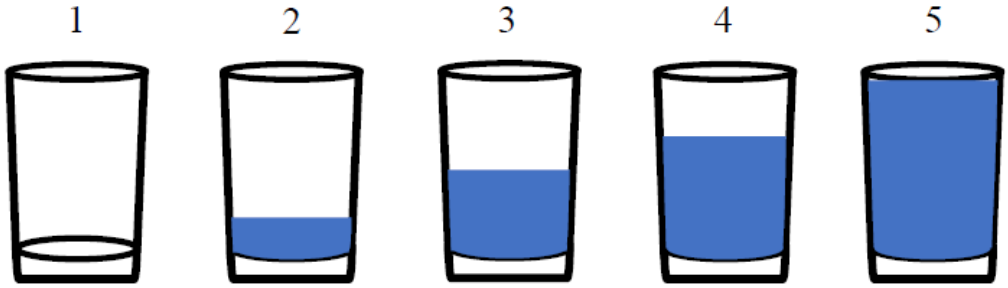

**5. I feel like I am a good friend to other people.**



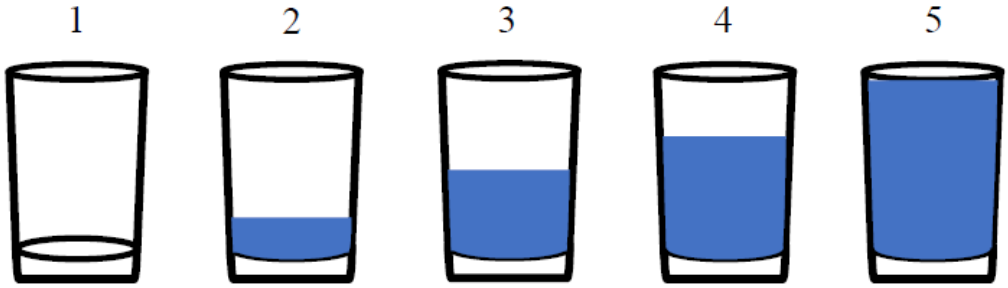

**6. I show care for others when they get upset.**



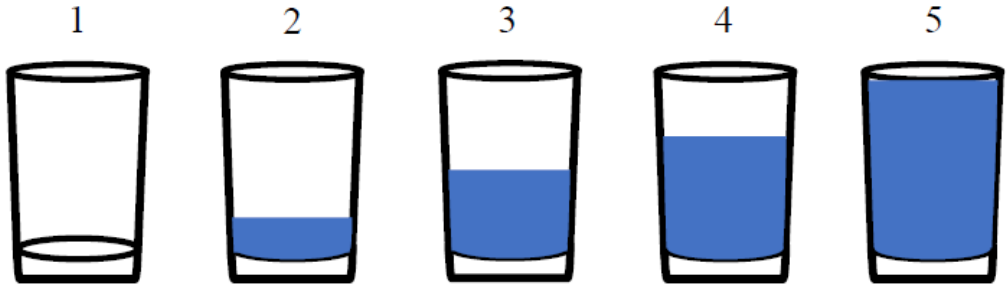
**7. I feel like I can listen in class.**



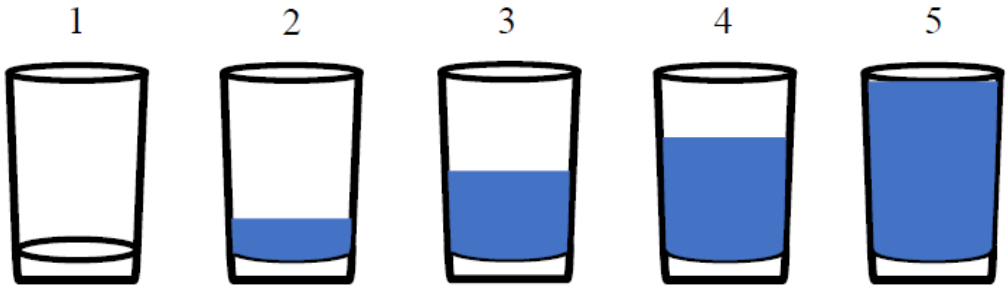

**8. I make good choices that do not get me into trouble.**




**9. I can name my feelings.**




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



# Appendix C

## Statistical Analyses of K-2 SEL

We conducted statistical tests (paired sample t-tests) to determine whether there were differences between K-2 students' baseline and end-of-year perceptions of their own SEL competencies and outcomes across the six domains. These analyses revealed significant increases between students' baseline and end-of-year responses for both the Sense of Belonging and Connection and School Engagement and Achievement of Learning Goals domains. See Table below for a breakdown of statistically significant differences across domains.

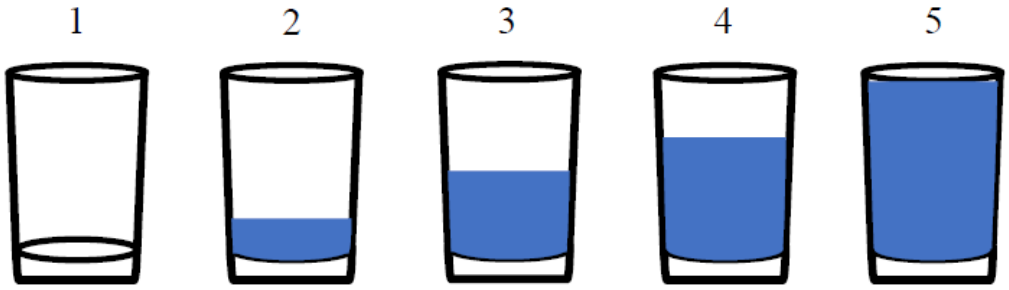
P values less than .05 indicate significant differences between baseline and end-of-year ratings. The notation "N.S." indicates that the difference was nonsignificant. Effect sizes denote the magnitude of the difference between baseline and end-of-year ratings, with larger effect sizes indicating greater differences. The effect sizes for the domains with significant differences are small.

| DOMAIN | BASELINE RATING | END-OF-YEAR RATING | P VALUE | EFFECT SIZE |
|---|---|---|---|---|
| Empathy for Others | 4.30 | 4.31 | N.S. | .01 |
| Self-Awareness and Self-Management | 3.99 | 4.03 | N.S. | .02 |
| Sense of Belonging and Connection | 4.27 | 4.37 | .021 | .09 |
| Critical Thinking and Decision Making | 4.10 | 4.17 | N.S. | .07 |
| Healthy Relationships | 4.46 | 4.49 | N.S. | .02 |
| School Engagement and Achievement of Learning Goals | 4.23 | 4.31 | .020 | .09 |

# Appendix D

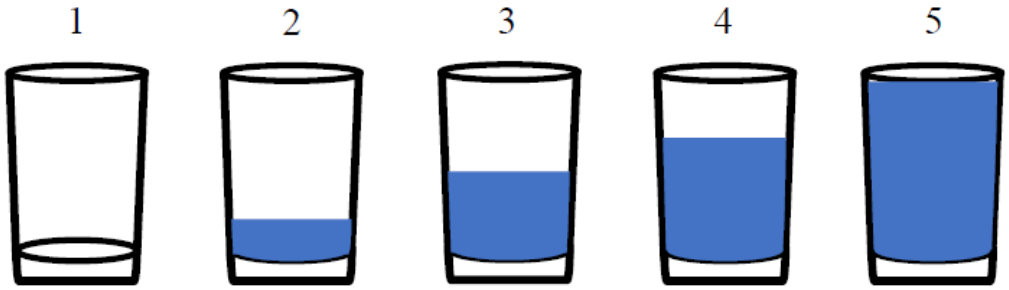
## Grade 3-4 SEL Lead Initiative Survey

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



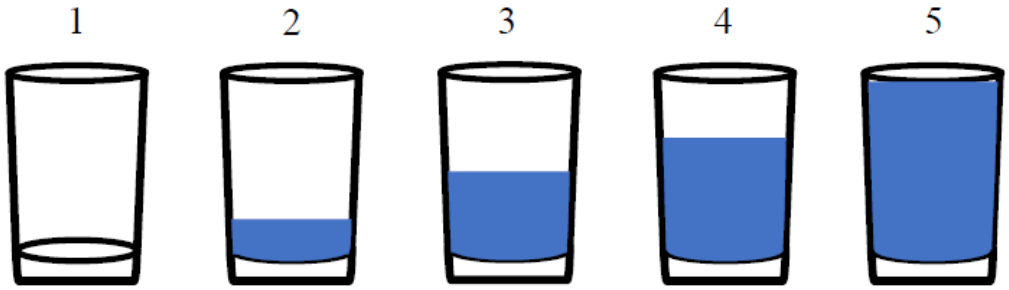

None of the time | A little bit of the time | Sometimes | Most of the time | All of the time

**2. I care about how other people feel.**



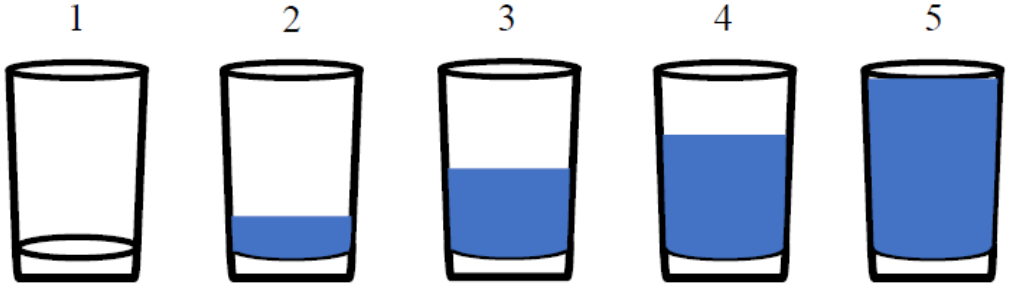

None of the time | A little bit of the time | Sometimes | Most of the time | All of the time

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



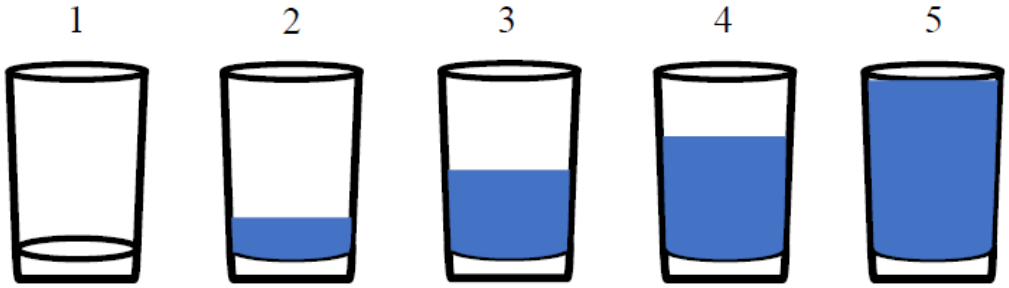

None of the time | A little bit of the time | Sometimes | Most of the time | All of the time

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

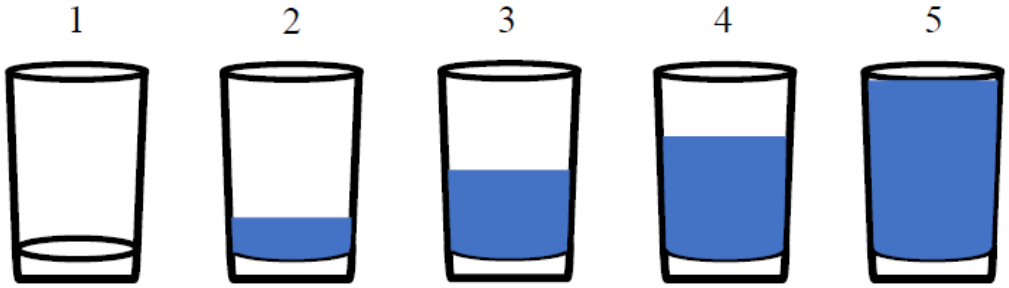



None of the time | A little bit of the time | Sometimes | Most of the time | All of the time

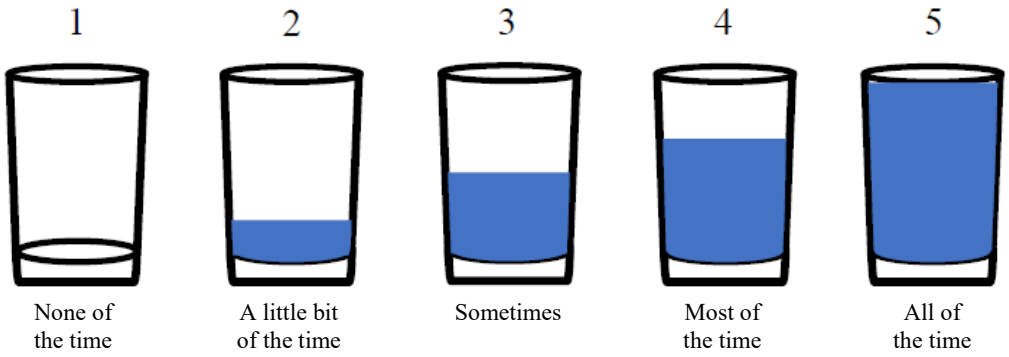
**5. People in my classroom or school notice when I'm good at something.**



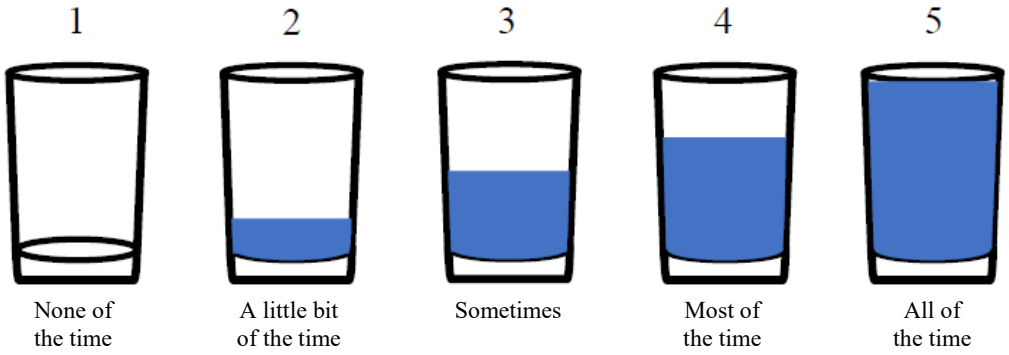

**6. I try to cheer someone up when they are feeling sad.**



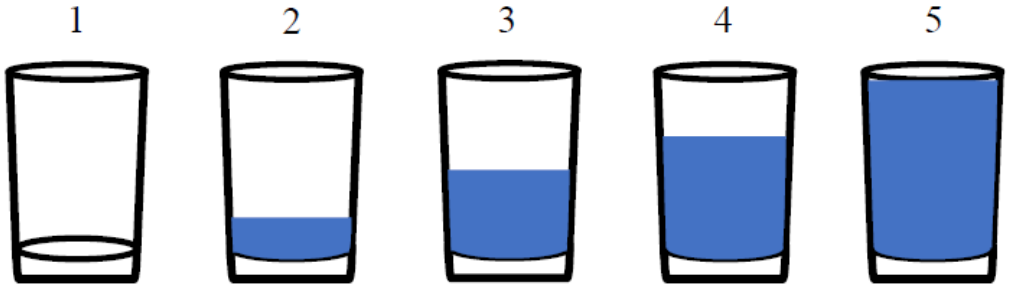

**7. I know what my strengths and positive qualities are.**



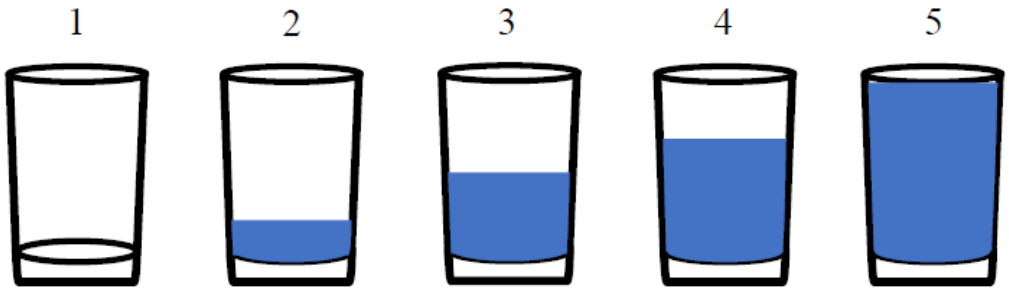

**8. I like to participate in my classroom or school activities.**



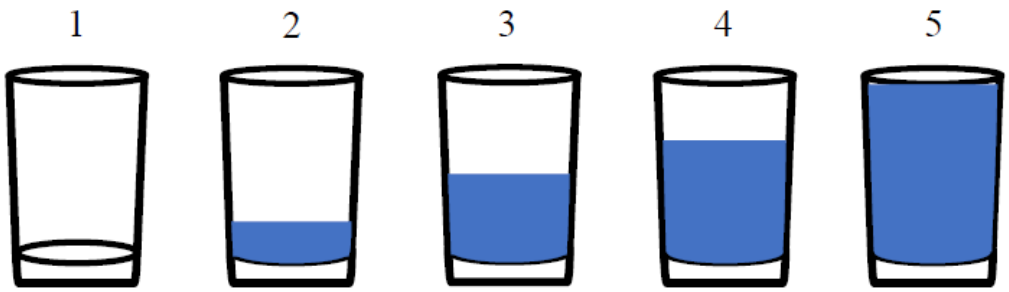
**9. I understand that my emotions affect my behaviors.**



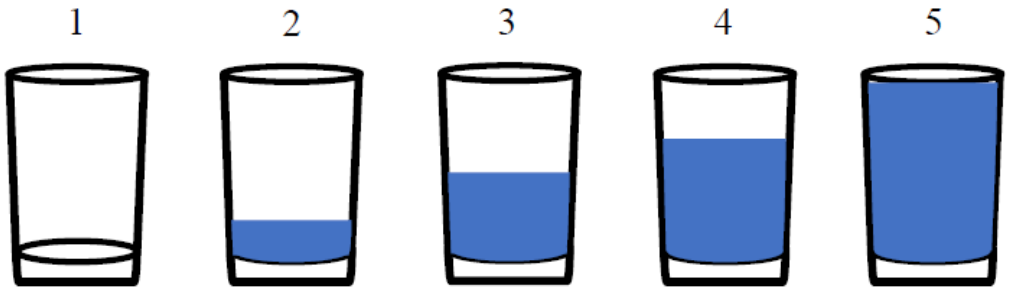

**10. I understand the difference between what's right and wrong.**



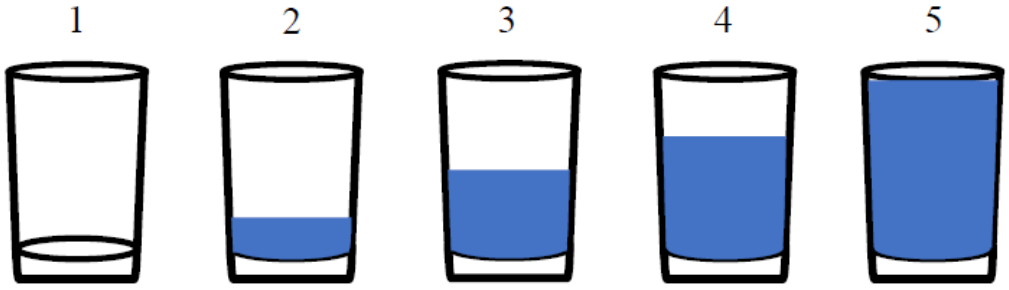

**11. There is at least one adult at my school who really cares about me.**



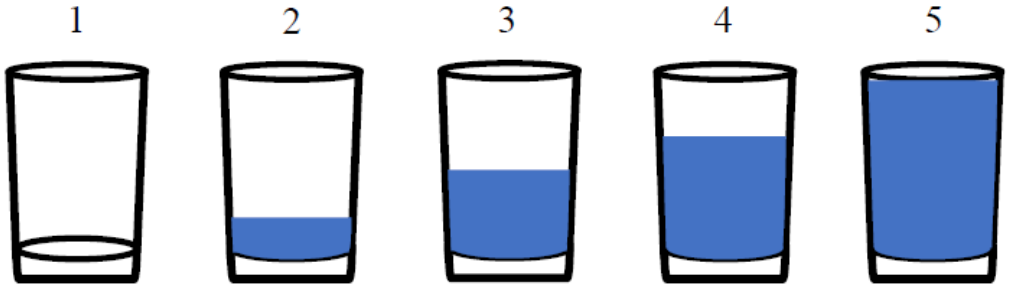

**12. I feel like I am a good friend to other people.**



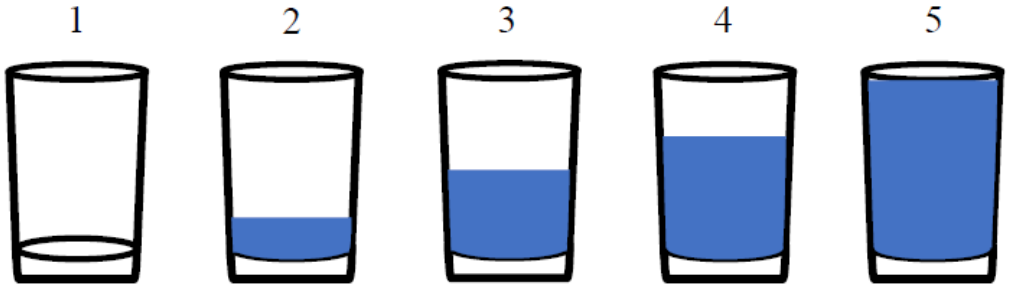
**13. I feel like I am able to pay attention in class.**



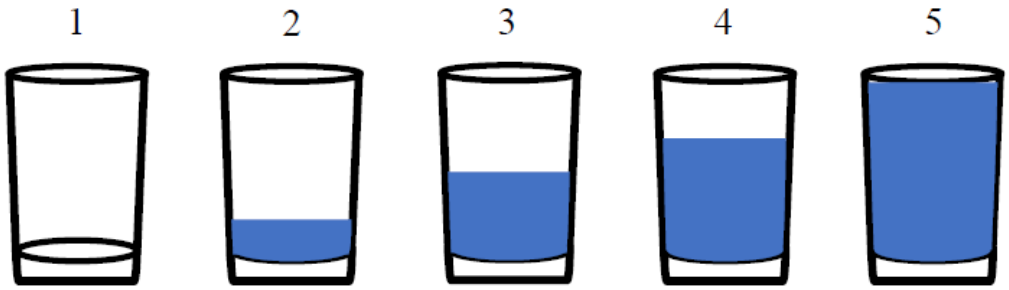

**14. I understand that my choices can affect other people.**



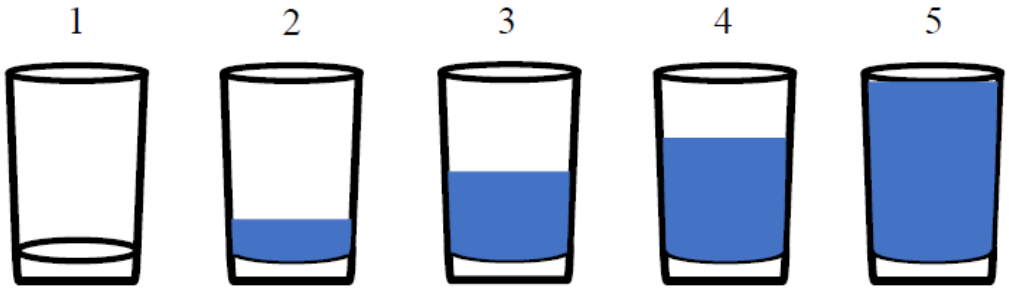

**15. I can manage my emotions.**



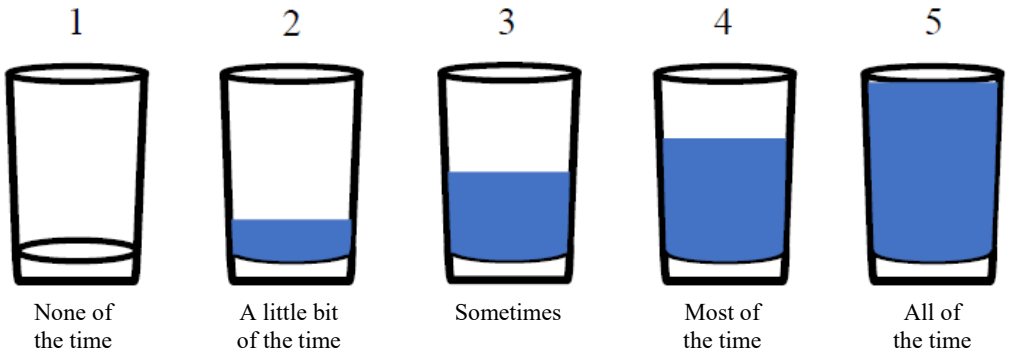

**16. I have a friend or peer at school who helps me when I'm having a hard time.**



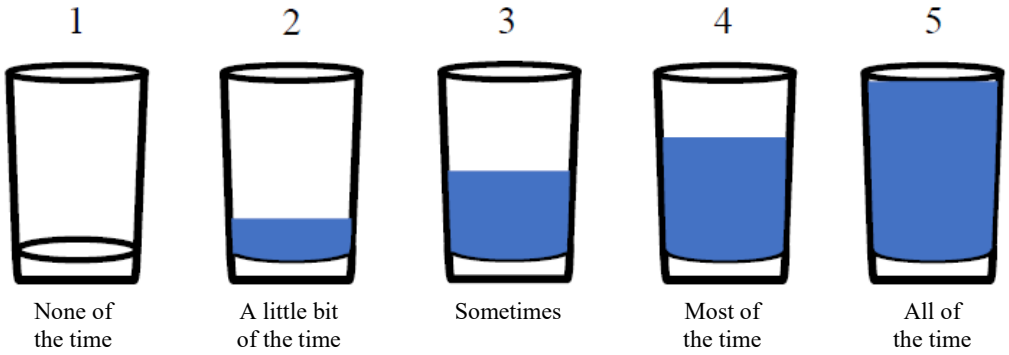
**17. I feel like I belong in my classroom and/or school.**



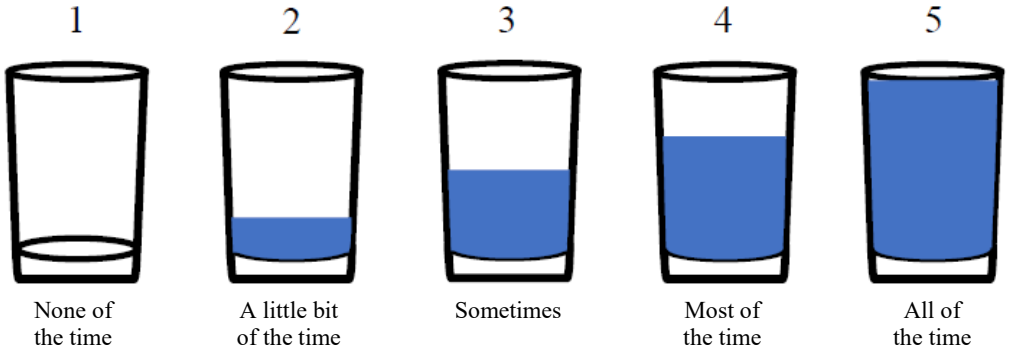

**18. I try to understand how other people think and feel.**




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




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



# Appendix E

## Statistical Analyses of Gr. 3-4 SEL

We conducted statistical tests (paired sample t-tests) to determine whether there were differences between Gr. 3-4 students' baseline and end-of-year perceptions of their own SEL competencies and outcomes across the six domains. These analyses revealed significant increases between students' baseline and end-of-year responses for both the Self-Awareness and Self-Management and School Engagement and Achievement of Learning Goals domains. See Table below for a breakdown of statistically significant differences across domains.

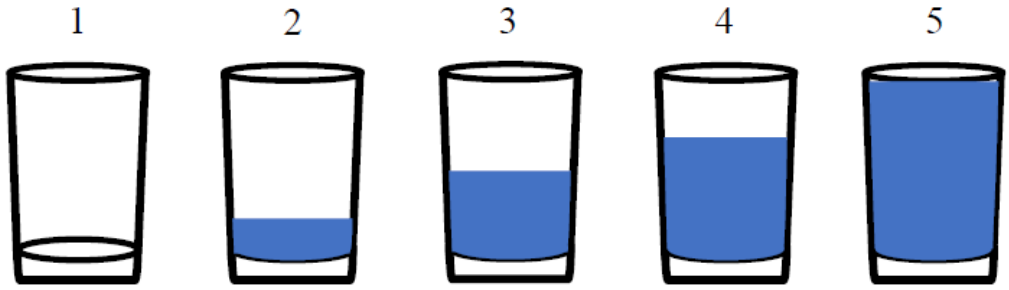
P values less than .05 indicate significant differences between baseline and end-of-year ratings. The notation "N.S." indicates that the difference was nonsignificant. Effect sizes denote the magnitude of the difference between baseline and end-of-year ratings, with larger effect sizes indicating greater differences. The effect sizes for the domains with significant differences are small.

| DOMAIN | BASELINE RATING | END-OF-YEAR RATING | P VALUE | EFFECT SIZE |
|---|---|---|---|---|
| Empathy for Others | 4.27 | 4.31 | N.S. | .07 |
| Self-Awareness and Self-Management | 3.89 | 3.98 | .021 | .11 |
| Sense of Belonging and Connection | 4.01 | 4.06 | N.S. | .06 |
| Critical Thinking and Decision Making | 3.98 | 4.04 | N.S. | .08 |
| Healthy Relationships | 3.97 | 4.01 | N.S. | .06 |
| School Engagement and Achievement of Learning Goals | 4.07 | 4.13 | .029 | .10 |

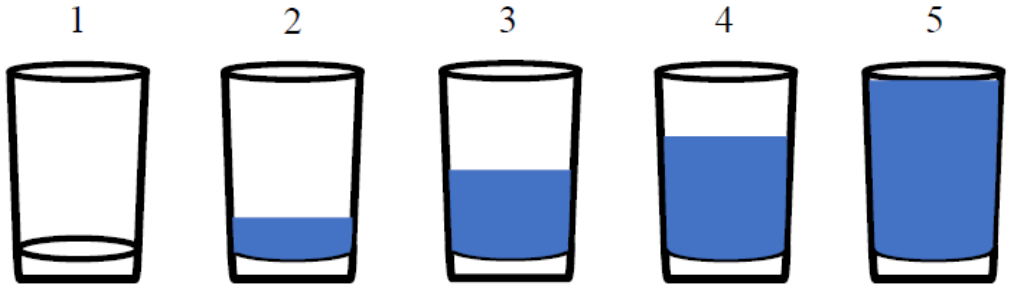
# Appendix F

## Grade 5-7 SEL Lead Initiative Survey

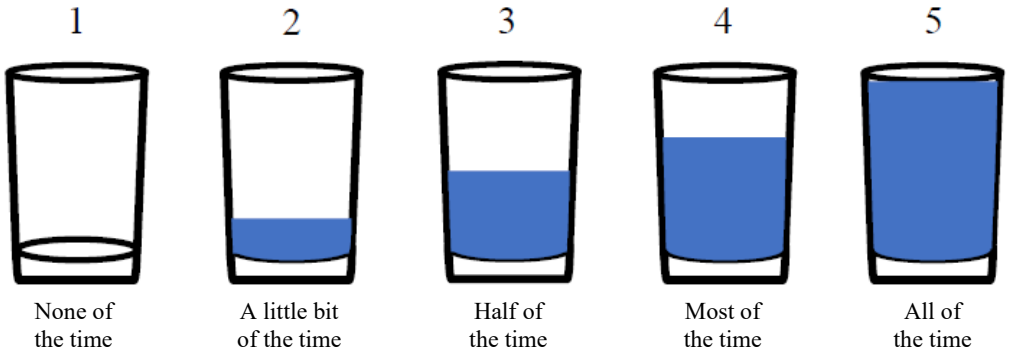
**1. am good at solving problems I have with other people.**



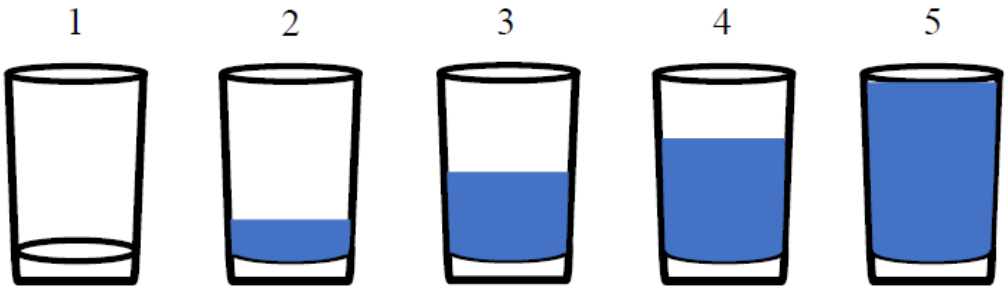

**2. I care about how other people feel.**



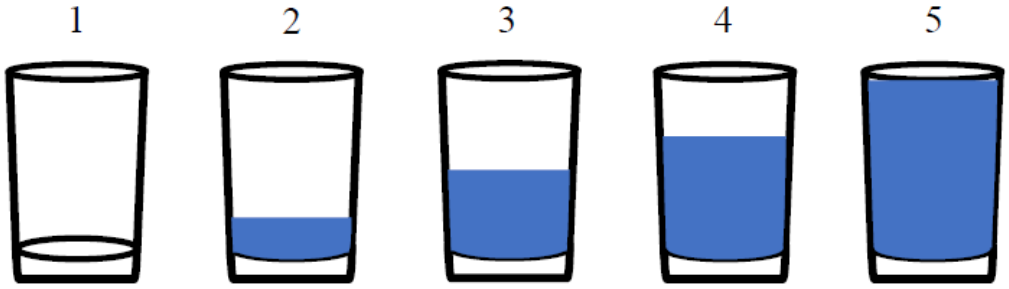

**3. I feel like if I set my mind on it and work hard, I can learn how to do most things.**



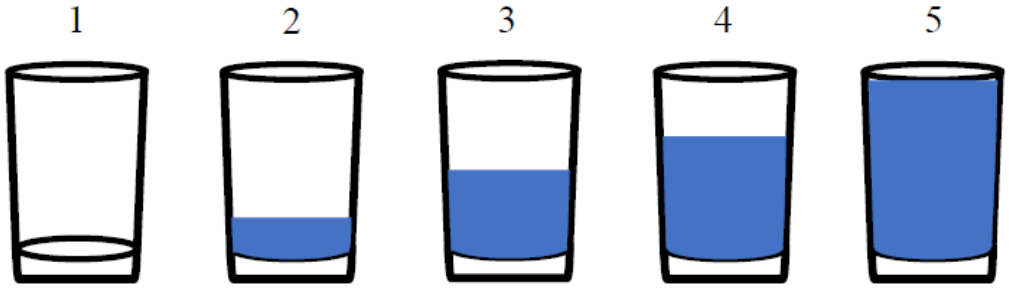
**4. I think through the consequences of my actions before I make a decision.**



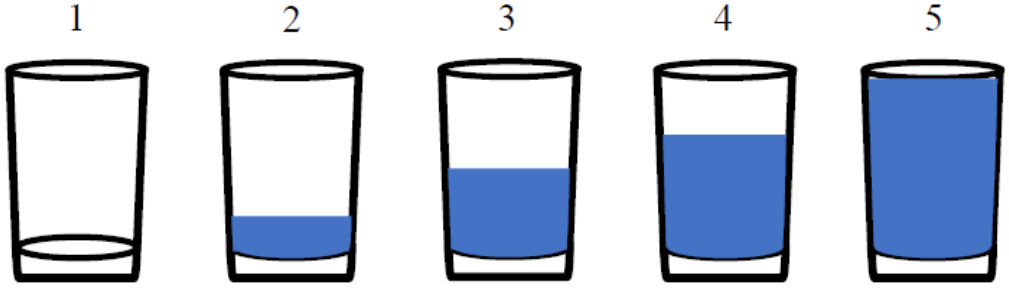

**5. People in my classroom or school notice when I'm good at something.**



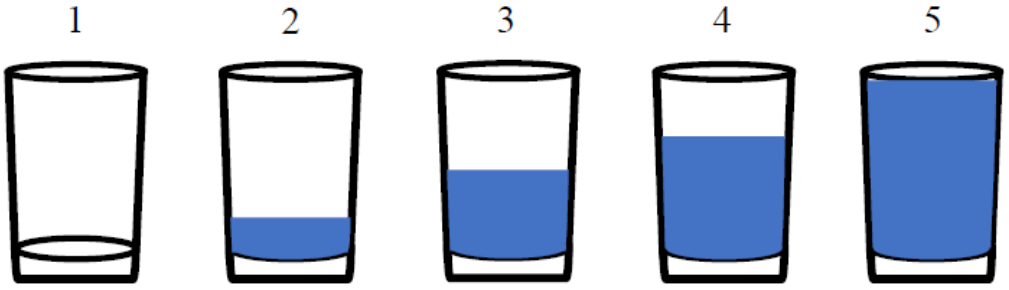

**6. I try to cheer someone up when they are feeling sad.**



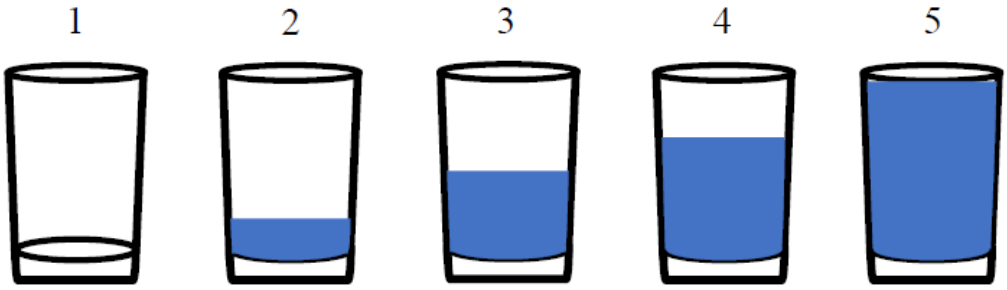

**7. I know what my strengths and positive qualities are.**



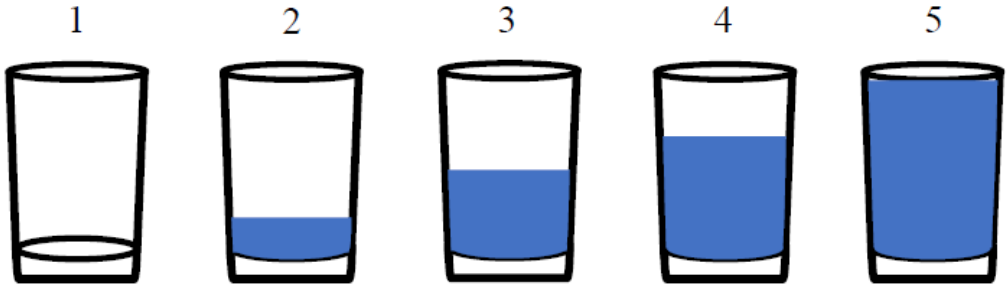
**8. I am good at communicating with other students and teachers at my school.**



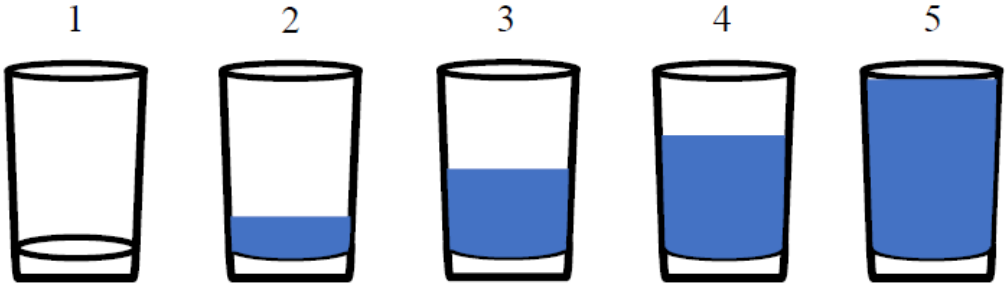

**9. I like to participate in my classroom or school activities.**



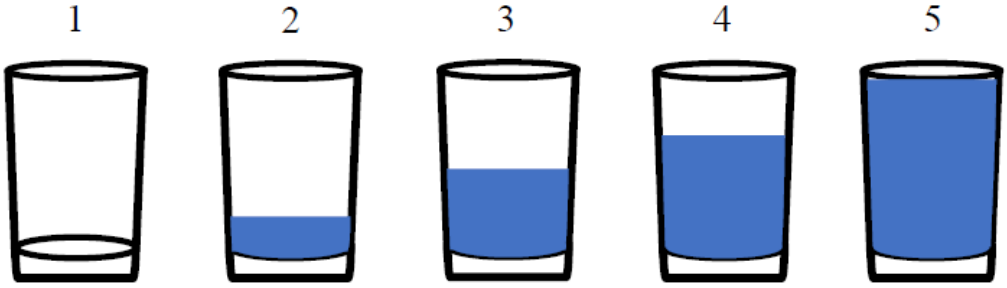

**10. I understand that my emotions affect my behaviors.**



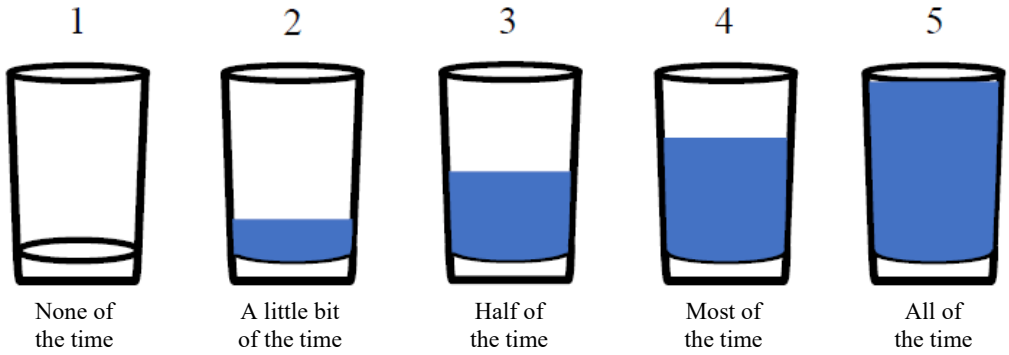

**11. I understand the difference between what's right and wrong.**



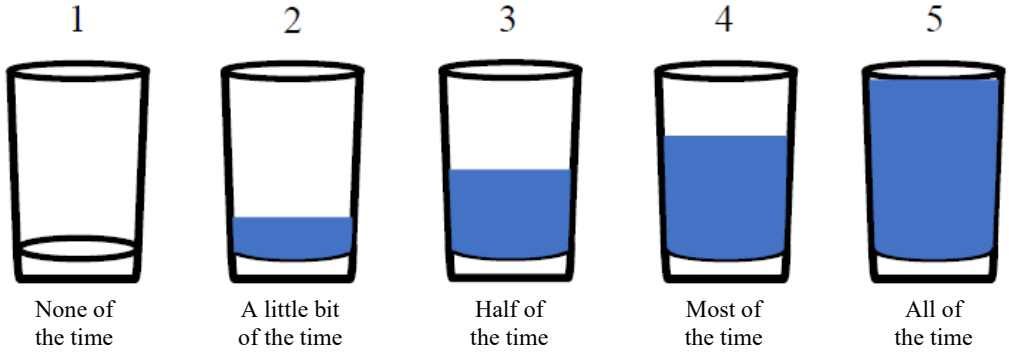
**12. There is at least one adult at my school who really cares about me.**



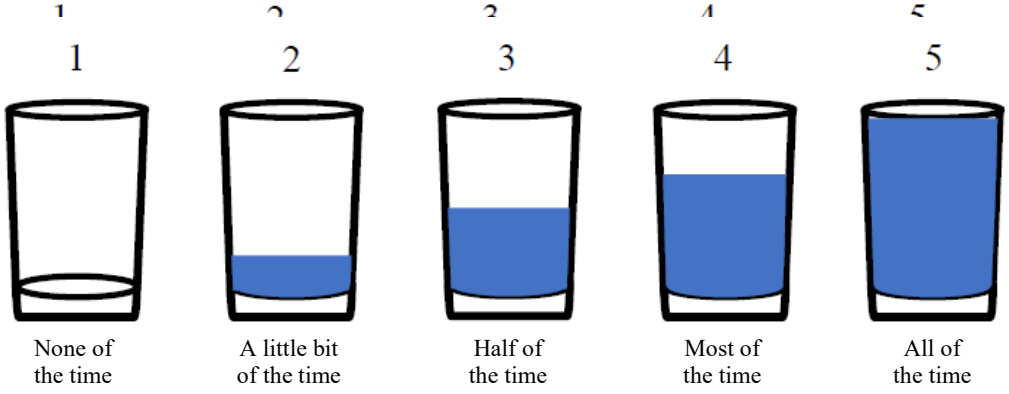

**13. At my school, there is a teacher or some other adult who always wants me to do my best.**



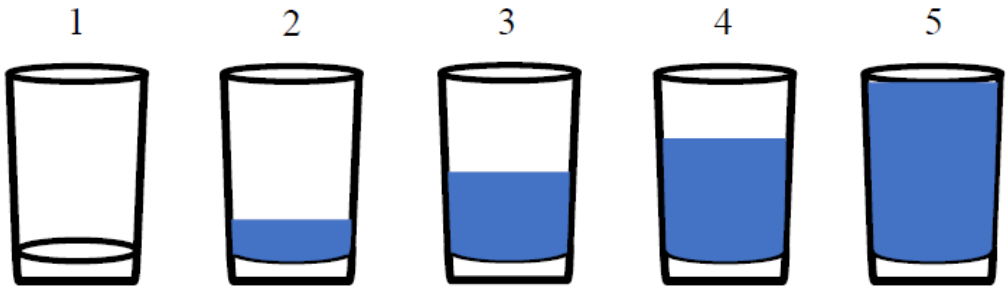

**14. I am good at setting goals for myself.**



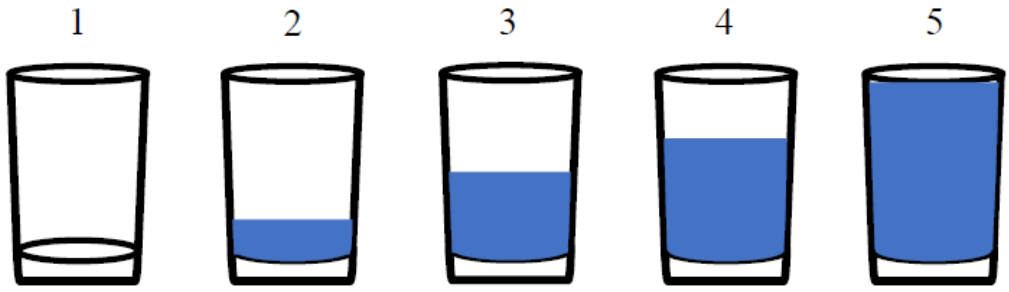

**15. I feel like I am a good friend to other people.**



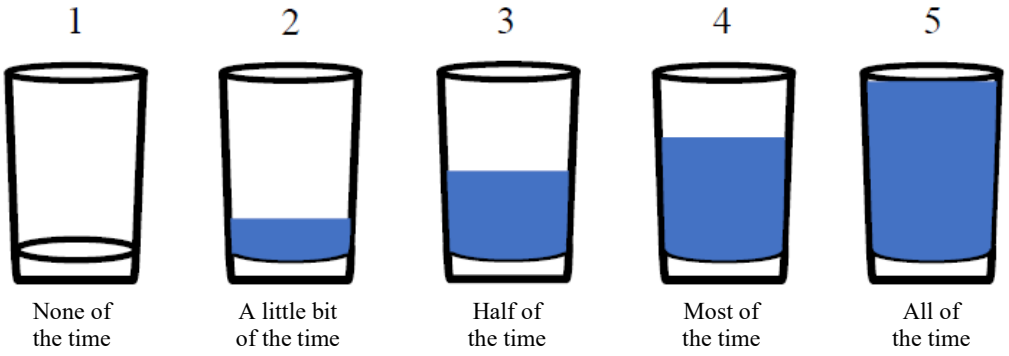
**16. I feel like I am able to pay attention in class.**



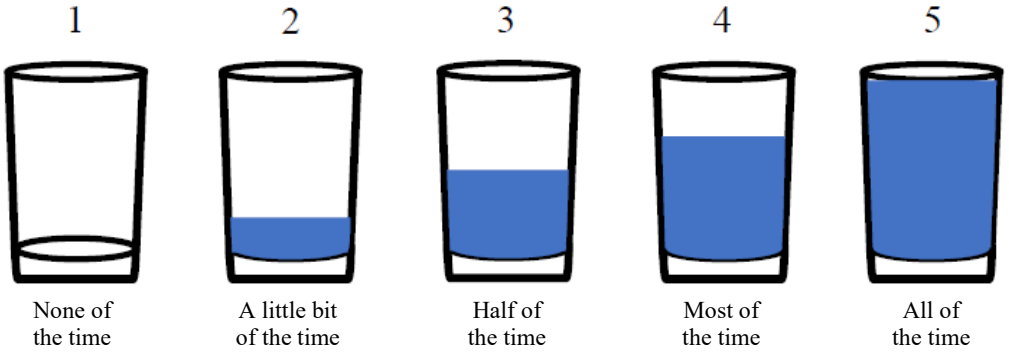

**17. I understand that my choices can affect other people.**



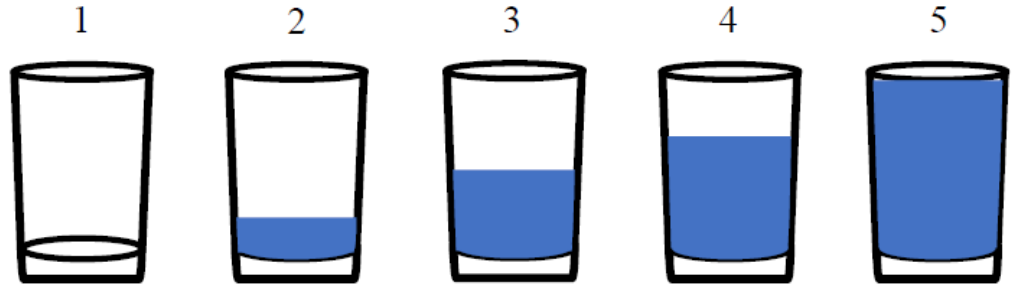

**18. I can manage my emotions.**



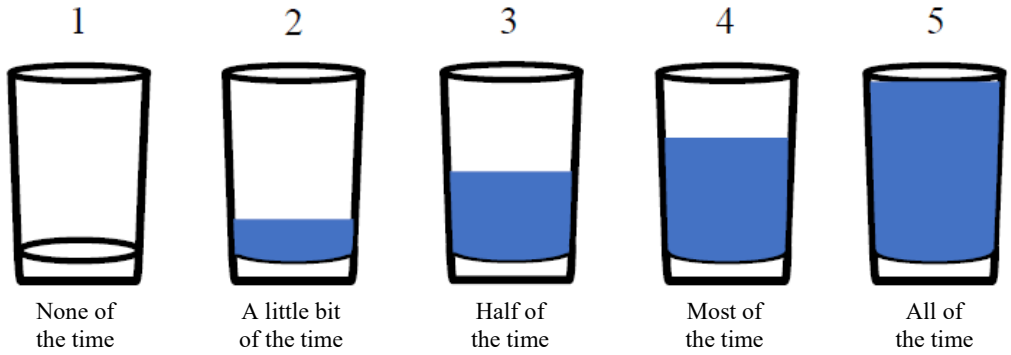

**19. I have a friend or peer at school who helps me when I'm having a hard time.**



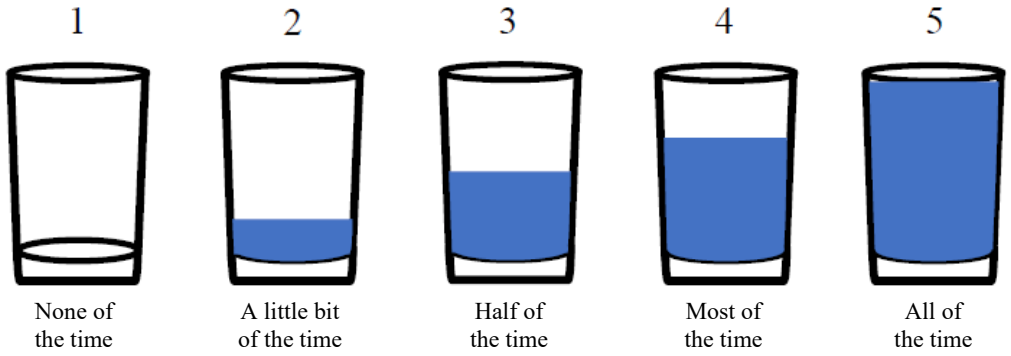
**20. I feel like I belong in my classroom and/or school.**



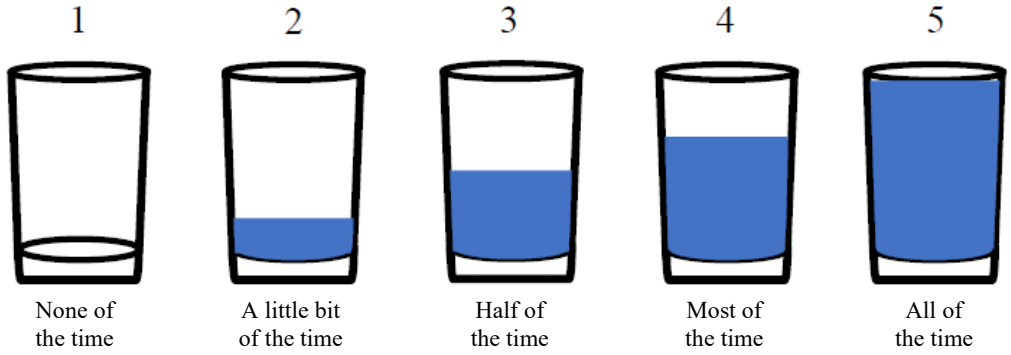

**21. I try to understand how other people think and feel.**



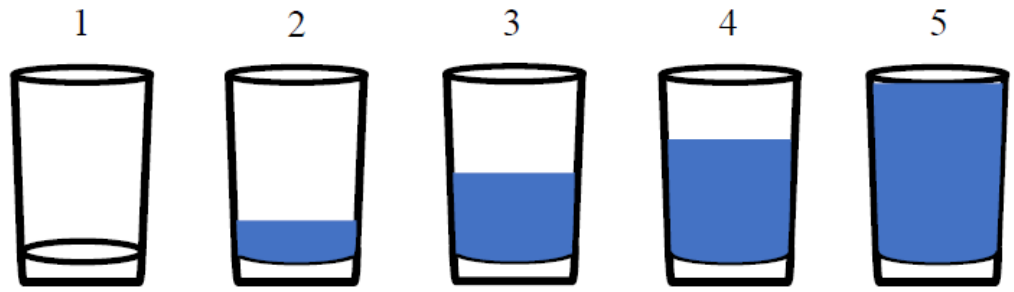

**22. I know how to deal with difficulties in my life.**



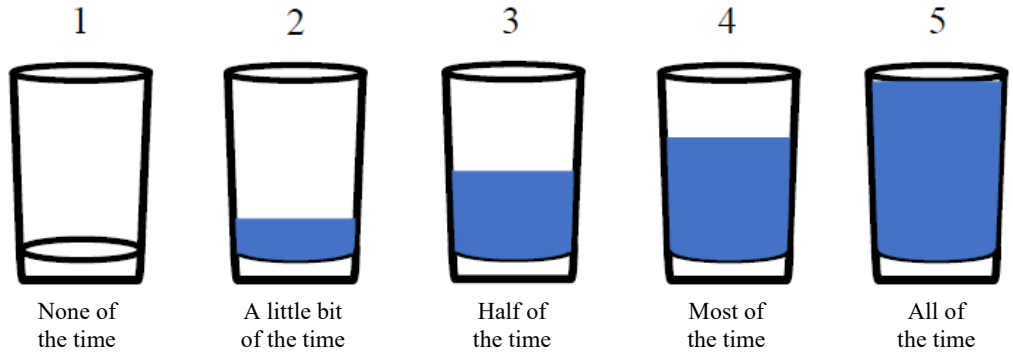

**23. I feel like I have a good understanding of the ideas being shared in my classroom.**



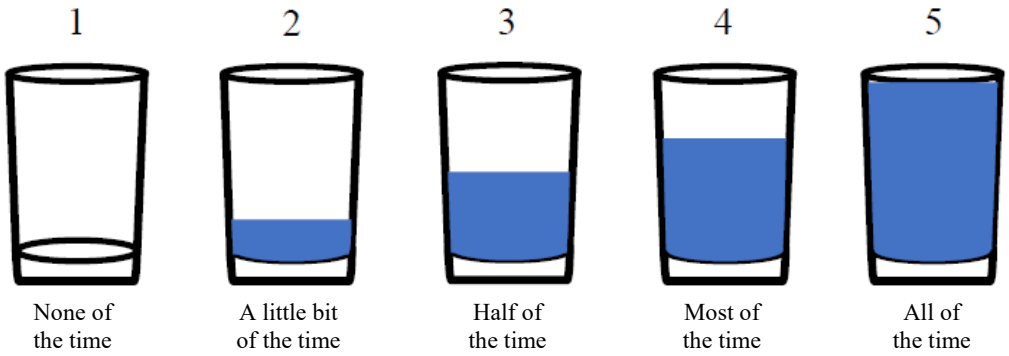
**24. I have a friend at my school who really cares about me.**




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




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



# Appendix G

## Statistical Analyses of Gr. 5-7 SEL

We conducted statistical tests (paired sample t-tests) to determine whether there were differences between Gr. 5-7 students' baseline and end-of-year perceptions of their own SEL competencies and outcomes across the six domains. These analyses revealed significant increases between students' baseline and end-of-year responses for the Self-Awareness and Self-Management, Sense of Belonging and Connection, Healthy Relationships, and School Engagement and Achievement of Learning Goals domains. See Table below for a breakdown of statistically significant differences across domains.

P values less than .05 indicate significant differences between baseline and end-of-year ratings. The notation "N.S." indicates that the difference was nonsignificant. Effect sizes denote the magnitude of the difference between baseline and end-of-year ratings, with larger effect sizes indicating greater differences. The effect sizes for the domains with significant differences are small.

| DOMAIN | BASELINE RATING | END-OF-YEAR RATING | P VALUE | EFFECT SIZE |
|---|---|---|---|---|
| Empathy for Others | 4.12 | 4.12 | N.S. | .00 |
| Self-Awareness and Self-Management | 3.68 | 3.77 | <.001 | .15 |
| Sense of Belonging and Connection | 3.94 | 4.02 | <.001 | .12 |
| Critical Thinking and Decision Making | 4.01 | 4.05 | N.S. | .06 |
| Healthy Relationships | 3.84 | 3.90 | .005 | .10 |
| School Engagement and Achievement of Learning Goals | 3.88 | 3.92 | .025 | .08 |