



Teacher and Principal Perspectives on Social and Emotional Learning in America's Schools

Findings from the American Educator Panels—
Appendixes

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Preface

This document contains the appendixes to a report on social and emotional learning in U.S. schools, *Teacher and Principal Perspectives on Social and Emotional Learning in America's Schools: Findings from the American Educator Panels* (Laura S. Hamilton, Christopher Joseph Doss, and Elizabeth D. Steiner, Santa Monica, Calif.: RAND Corporation, RR-2991-BMGF, 2019, www.rand.org/t/RR2991).

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Abbreviations

AEP	American Educator Panels
ASLP	American School Leader Panel
ATP	American Teacher Panel
SEL	social and emotional learning

Appendix A. Technical Appendix and Supplemental Tables

Sample and Data

As stated in the main report on social and emotional learning (SEL), the American Teacher Panel (ATP) and American School Leader Panel (ASLP) were administered to large, nationally representative samples of teachers and principals that were recruited by probabilistic sampling methods. The samples are designed to be of sufficient size to facilitate national analyses as well as analyses of prevalent subgroups at the national level (e.g., elementary school teachers, teachers in urban schools, teachers in high-poverty schools). The ATP was administered to 28,954 teachers, 15,719 of whom completed at least 10 percent of the survey (for a response rate of 54 percent). The ASLP was administered to 12,954 principals, 3,530 of whom completed at least 10 percent of the survey (for a response rate of 27 percent).¹

Although low response rates have the potential to threaten representativeness and introduce bias, we apply weights to address nonresponse. A total of 81 sampling weights were used in the analysis of the response data. A respondent was given a weight if they completed at least 10 percent of the survey. One main weight was created to ensure national representation of the analytical sample and to mitigate potential bias from nonresponses. The main weight was calculated by using a variety of characteristics to model the probability that an educator was selected to participate in the panel and the probability that the educator responded to the request. The weight was then calibrated such that the analytic sample matched the known national teacher and principal populations across these characteristics. Characteristics include individual (e.g., gender and professional experience) and school (e.g., urbanicity, socioeconomic status, grade level, enrollment) descriptors. In addition to this main weight, 80 replicate weights were calculated and used in estimating jackknife standard errors.² Replicate weights were calculated by removing 1/80th of the sample and repeating the process used to calculate the main weights on the remainder of the sample.

¹ For the ATP, 15,258 teachers completed the entire survey (for a completion rate of 53 percent). In the ASLP, 3,299 principals completed the entire survey (for a completion rate of 25 percent).

² The American Educator Panels (AEP) used a replication method to produce weights that control for the study's sample design, which allows for accurate variance calculation. If the AEP's complex sampling design was not accounted for, the standard errors of the estimate could underreport the variance. The AEP is a "complex sample" in that it did not recruit educators to participate at random. Rather, disproportionate sampling methods were used to oversample teachers and principals in about half of the nation's states and less experienced teachers (who would otherwise be underrepresented in the panels). Also, some unmeasured variables can impact the final sampling. The use of a jackknife also accounts for the additional variability that can be caused by such unmeasured variables.

Estimation Strategy

Our primary estimation strategy consists of weighted averages of the relevant survey responses among the full sample or the subsample of interest. In doing so, we estimate weighted means using the main weight described above. We also see how responses differ across subgroups of interest. In these analyses, we employ the following model:

$$Y_{is} = \beta_0 + \beta_1 X_{is} + \varepsilon_{is} \quad (1)$$

where Y_{is} is the survey response of educator i in state s , X_{is} represents an indicator for the subgroup of interest, and ε_{is} represents an individual stochastic error term. In cases where we compare teacher and principal responses, we combine the two survey data sets and X_{is} is an indicator for being a teacher. β_0 represents the average response for principals, β_1 represents how differently teachers responded, and $\beta_0 + \beta_1$ represents the average responses of teachers. Responses were weighted by the main weight and the 80 replicate weights were used to calculate the jackknife standard errors. The statistical significance of β_1 indicates whether teacher and principal responses are statistically significantly different. Because all outcomes are dichotomous variables, the above models are linear probability models.

In other cases, we compare teachers and principals across the following school contexts: elementary and secondary schools, urban and nonurban schools, and high- and low-poverty schools. In these cases, we analyze ATP and ASLP data separately. In these models, X_{is} represents an indicator for elementary schools, urban schools, or high-poverty schools. β_0 represents the average response for the reference group (secondary schools, nonurban schools, or low-poverty schools), β_1 represents how much teachers or principals in the school context of interest differ in their response, and $\beta_0 + \beta_1$ represents the average teacher or principal response in the school context of interest. Once again, the statistical significance of β_1 indicates whether responses across school context are statistically significantly different. All 81 weights were used in the estimation.

As indicated in the main report, we carried out supplemental analyses when comparing responses across subgroups by controlling for an indicator for working in an elementary school (if not already a subgroup of interest); an indicator for working in an urban school (if not a subgroup of interest); the total enrollment of the school; years of experience of the educator in the role (principal or teacher); educator gender; educator race/ethnicity (Hispanic, white, black, American Indian, Asian, Native Hawaiian or other Pacific Islander, or other); an indicator for having a master's degree or higher; and state fixed effects. Supplemental models take the following form:

$$Y_{is} = \beta_0 + \beta_1 X_{is} + \mathbf{W}_{is} \boldsymbol{\beta}_2 + \alpha_s + \varepsilon_{is} \quad (2)$$

Equation 2 is identical to equation 1 except we include the vector of school and educator characteristics, W_{is} , and state fixed effects, α_s , as described above.³

Table A.1. Principal and Teacher Perceptions of the Importance of SEL Domains

	Very Important		Fairly Important	
	Principal	Teacher	Principal	Teacher
Understanding and managing emotions	77	84**	21	14
Setting and achieving positive goals	71	82**	27	17
Making responsible decisions	83	91**	16	8
Establishing and maintaining positive relationships	83	86	16	13
Feeling and showing empathy towards others	75	83**	23	15
Learning mindsets	72	81**	24	17
Developing a sense of identity	57	72**	36	24

NOTE: Asterisks indicate results of a linear probability model used to estimate differences among principal and teacher responses to deeming a SEL domain as very important. $n = 18,864$; ** $p < 0.01$.

³ In some cases, all 80 replications of the jackknife standard errors could not be calculated because of the small sample sizes in states that were not oversampled. In those cases, we aggregate states into census region (Pacific, Mountain, West North Central, West South Central, East North Central, East South Central, New England, Middle Atlantic, and South Atlantic) and employ fixed effects for census region in lieu of state fixed effects. We also ensured that results were robust to clustered standard errors at the state level.

Table A.2. Percentage of Principals and Teachers Reporting SEL Domains as Very Important, by School Type

	Principals						Teachers					
	Elemen- tary School	Middle/ High School	Urban	Non- urban	High Poverty	Low Poverty	Elemen- tary School	Middle/ High School	Urban	Non- urban	High Poverty	Low Poverty
Under- standing and managing emotions	81	71**	80	76	79	76	89	79**	84	84	86	84
Setting and achieving positive goals	72	69	75	70	78	69	82	81	82	81	82	82
Making responsible decisions	83	83	84	83	84	82	93	90	91	91	93	91
Establishing and maintaining positive relationships	85	81*	85	82	83	83	89	83**	86	86	87	85
Feeling and showing empathy toward others	77	73	77	74	74	75	88	78**	81	83	84	82
Learning mindsets	73	70	77	71	77	70	84	78**	79	81	80	81
Developing a sense of identity	55	59	63	54	59	55	74	70	71	72	73	72

NOTE: Asterisks indicate results of a linear probability model used to estimate differences among principal and teacher responses in elementary versus secondary schools, urban versus nonurban schools, and high- versus low-poverty schools. $n = 3,402$ for the principal sample and $n = 15,463$ for the teacher sample. * $p < 0.05$; ** $p < 0.01$.

Table A.3. Principal and Teacher Perceptions of the Effects of SEL Interventions on Other Domains

	Strongly Agree		Somewhat Agree	
	Principal	Teacher	Principal	Teacher
Student achievement	74	64**	24	31
Student engagement	74	64**	24	31
School climate	83	71**	16	24
Student behavior	82	70**	17	24

NOTE: Asterisks indicate results of a linear probability model used to estimate differences among principal and teacher responses to strongly agreeing to statements about the effects of SEL interventions on other domains. $n = 18,852$; ** $p < 0.01$.

Table A.4. Percentage of Principals and Teachers Strongly Agreeing that SEL Interventions Affect Other Domains, by School Type

	Principal						Teacher					
	Elementary School	Middle/High School	Urban	Non-urban	High Poverty	Low Poverty	Elementary School	Middle/High School	Urban	Non-urban	High Poverty	Low Poverty
Student achievement	76	72	73	75	76	74	67	60**	64	63	65	63
Student engagement	76	71	74	74	74	73	67	61**	65	64	66	64
School climate	84	81	83	83	85	82	73	68	71	70	71	70
Student behavior	80	85	84	82	83	82	73	66**	70	69	72	69

NOTE: Asterisks indicate results of a linear probability model used to estimate differences among principals and teacher responses in elementary versus secondary schools, urban versus nonurban schools, and high- versus low-poverty schools. $n = 3,401$ for the principal sample and $n = 15,450$ for the teacher sample; ** $p < 0.01$.

Table A.5. Percentage of Principals and Teachers Reporting Using Various Methods to Promote SEL in their Schools, by School Type

	Principal						Teacher					
	Elementary School	Middle/High School	Urban	Non-urban	High Poverty	Low Poverty	Elementary School	Middle/High School	Urban	Non-urban	High Poverty	Low Poverty
Schoolwide program or curriculum	71	52**	68	62	68	62	58	37**	49	46	48	46
Program or curriculum in some teachers' classrooms but not others	37	46**	40	41	34	43	33	36	33	36*	31	36
Informal classroom practices	54	66**	53	61	54	60	57	63**	58	61	55	61**
Not applicable to my school	1	2	0	1	1	1	2	5**	4	4	4	3
I don't know	1	0	1	0	1	1	2	6**	4	4	4	4

NOTE: Asterisks indicate results of a linear probability model used to estimate differences among principals and teacher responses in elementary versus secondary schools, urban versus nonurban schools, and high- versus low-poverty schools. $n = 3,403$ for the principal sample and $n = 15,460$ for the teacher sample; * $p < 0.05$; ** $p < 0.01$.

Table A.6. Principal and Teacher Reports of Using Various Methods to Promote SEL in Their Schools, by School Type

	All Principals	All Teachers	Elementary School Principal	Elementary School Teacher	Middle/High School Principal	Middle/High School Teacher	Urban Principal	Urban Teacher	Nonurban Principal	Nonurban Teacher	High-Poverty School Principal	High-Poverty School Teacher	Low-Poverty School Principal	Low-Poverty School Teacher
Schoolwide program or curriculum	63	47**	71	58**	52	37**	68	49**	62	46**	68	48**	62	46**
Program or curriculum in some teachers' classrooms but not others	41	35**	37	33	46	36**	40	33	41	36**	34	31	43	36**
Informal classroom practices	59	60	54	57	66	63	53	58	61	61	54	55	60	61
Not applicable to my school	1	4**	1	2**	2	5**	0	4**	1	4**	1	4**	1	3**
I don't know	1	4**	1	2**	0	6**	1	4*	0	4**	1	4**	1	4**

NOTE: Asterisks indicate results of a linear probability model used to estimate differences among principals and teacher responses overall and in elementary versus secondary schools, urban versus nonurban schools, and high- versus low-poverty schools. $n = 18,863$ when comparing all teachers and principals, $n = 9,692$ in the elementary school sample, $n = 9,171$ in the middle/high school sample, $n = 4,617$ in the urban sample, $n = 14,246$ in the nonurban sample, $n = 4,020$ for the high-poverty sample, and $n = 14,843$ for the low-poverty sample. * $p < 0.05$; ** $p < 0.01$.

Table A.7. Principal and Teacher Reports of SEL Practices, Programs, and Strategies, by School Type

	Principal								Teacher					
	All Principals	All Teachers	Elementary School	Middle/ High School	Urban	Nonurban	High Poverty	Low Poverty	Elementary School	Middle/ High School	Urban	Nonurban	High Poverty	Low Poverty
Integrate SEL into curriculum and school activities	59	52**	63	53**	63	58	59	59	59	46**	54	51	51	52
Build community and relationships with students and parents	80	77	83	76**	84	78	80	80	82	73**	78	77	77	77
Implement SEL programs	46	27**	52	37**	51	44*	46	46	34	20**	31	26**	30	26*
Employ schoolwide behavior management programs	60	46**	66	50**	65	58	65	58	53	38**	50	44**	53	43**
Model appropriate behaviors	86	91**	89	83**	86	87	87	86	92	90*	91	91	90	92
Draw on school counselors or mental health professionals	88	72**	89	88	87	89	88	88	71	72	71	72	67	73
Use points or rewards	59	58	69	45**	63	57	71	55**	76	40**	62	56**	68	55**
Use restorative practices	47	25**	48	45	63	41**	54	44	27	22**	34	21**	31	23**
Use targeted behavioral interventions	48	37**	55	39**	48	48	48	48	46	28**	39	36	40	36
Use mindfulness practices	32	28	35	27**	37	30*	26	34	36	21**	31	27*	27	29

NOTE: Asterisks indicate results of a linear probability model used to estimate differences among principals and teacher responses overall and in elementary versus secondary schools, urban versus nonurban schools, and high- versus low-poverty schools. $n = 18,242$ for the full sample, $n = 3,362$ for the principal sample, and $n = 14,880$ for the teacher sample. * $p < 0.05$; ** $p < 0.01$.

Table A.8. Principal and Teacher Reports of SEL Initiatives and Curricula Used in Schools, by School Type

	Principal								Teacher					
	All Principals	All Teachers	Elementary School	Middle/ High School	Urban	Nonurban	High Poverty	Low Poverty	Elementary School	Middle/ High School	Urban	Nonurban	High Poverty	Low Poverty
Responsive Classroom	16	12	19	12**	20	15	12	17	16	9**	14	12	12	12
Second Step	20	9**	28	9**	26	18**	23	19	16	3**	12	8**	11	8
Quiet Time	7	9	9	5**	8	7	9	7	12	5**	9	9	12	8
Positive Action	5	7	4	7	5	6	7	5	6	7	6	7	8	6
Promoting Alternative Thinking Strategies (PATHS) 4Rs	1	3**	2	1	1	1	1	1	2	4	3	3	3	3
Caring School Community	4	5	4	4	5	4	3	4	5	6	6	5	5	6
Learn to BREATHE	3	5**	4	2*	4	3	4	3	7	3**	6	5	6	5
Facing History and Ourselves	2	1	1	3**	3	1	1	2	0	2**	1	1	1	1
Expeditionary Learning	2	1	2	2	5	1*	2	2	1	1	2	1	2	1
".b" [dot-be] from the Mindfulness in Schools Project	1	1	1	1	1	1	0	1	1	1	1	1	1	1
RULER	2	1*	2	1*	3	1	2	2	1	1	2	0*	1	1
MindUP	3	2	4	1**	4	3	2	3	3	2	3	2	3	2
Lions Quest	1	0	1	0**	0	1	1	1	0	0	0	0	0	0
The Leader in Me	9	6**	12	6**	9	10	10	10	9	4**	5	7*	6	6
Trauma-informed practices/ Compassionate Schools Model	18	8**	17	19	19	18	19	18	9	7	10	7**	11	7**
Positive Behavior Systems	59	50**	62	53**	62	57	62	58	56	43**	50	49	55	48

NOTE: Asterisks indicate results of a linear probability model used to estimate differences among principals and teacher responses overall and in elementary versus secondary schools, urban versus nonurban schools, and high- versus low-poverty schools. $n = 18,236$ for the full sample, $n = 3,361$ for the principal sample, and $n = 14,875$ for the teacher sample. * $p < 0.05$; ** $p < 0.01$.

Table A.9. Principal and Teacher Reports of Use of SEL Measures, by School Type

	Principal								Teacher					
	All Principals	All Teachers	Elementary School	Middle/ High School	Urban	Nonurban	High Poverty	Low Poverty	Elementary School	Middle/ High School	Urban	Nonurban	High Poverty	Low Poverty
Performance tasks that measure students' SEL	9	10	10	8	11	9	12	8	10	10	11	9	11	10
Self-report questionnaires that survey student perception of SEL	24	17**	22	27	28	23	24	24	14	20**	18	17	16	17
Self-report questionnaires that survey teachers about their own SEL and that of their students	18	12**	17	19	21	16	17	18	11	13	14	11**	13	11
Student perception surveys on the school conditions that foster SEL	43	27**	38	50**	52	40**	41	44	22	31**	29	26*	26	27
Teacher perception surveys on the school conditions that foster SEL	36	24**	36	36	43	33**	39	35	24	25	27	23**	26	23*
Parent perception surveys on the school conditions that foster SEL	32	22**	31	34	38	30	33	32	23	21	24	21	24	21
Teacher, peer educator, or administrator observations of classroom and student behavior	56	45**	57	52	58	55	55	55	47	42**	46	44	46	44
Teacher perception surveys or other measures of teachers' own SEL	23	14**	22	23	25	22	23	23	13	15	16	13**	14	14
My school doesn't measure SEL	14	30**	15	14	11	16*	15	14	30	30	28	31	28	31

NOTE: Asterisks indicate results of a linear probability model used to estimate differences among principals and teacher responses overall and in elementary versus secondary schools, urban versus nonurban schools, and high- versus low-poverty schools. $n = 18,807$ for the full sample, $n = 3,385$ for the principal sample, and $n = 15,422$ for the teacher sample. * $p < 0.05$; ** $p < 0.01$.

Table A.10. Principal and Teacher Reports of SEL Training, by School Type

	Principal								Teacher					
	All Principals	All Teachers	Elementary School	Middle/ High School	Urban	Nonurban	High Poverty	Low Poverty	Elementary School	Middle/ High School	Urban	Nonurban	High Poverty	Low Poverty
In my leadership preparation/preservice training	30	16**	27	33*	30	29	28	30	16	17	16	16	16	16
While a sitting principal/inservice professional learning	66	53**	69	62**	73	64**	68	65	57	50**	58	51**	57	52*
No, I did not receive training in this area	23	35**	21	26	18	25**	22	23	32	38**	31	37**	32	36*
I don't know	1	3**	1	1	0	1**	0	1*	3	4	3	4	4	4

NOTE: Asterisks indicate results of a linear probability model used to estimate differences among principals and teacher responses overall and in elementary versus secondary schools, urban versus nonurban schools, and high- versus low-poverty schools. $n = 18,853$ for the full sample, $n = 3,399$ for the principal sample, and $n = 15,454$ for the teacher sample. * $p < 0.05$; ** $p < 0.01$.

Table A.11. Teacher and Principal Reports of Training to Support SEL, by Years of Experience

	Teacher		Principal	
	Five Years or Fewer	More than Five Years	Five Years or Fewer	More than Five Years
Yes, in my leadership preparation/preservice training	23	15**	33	27*
Yes, while a sitting principal/inservice professional learning	43	56**	60	72**
No, I did not receive training in this area	38	34	27	19**
I don't know	6	3**	1	1

NOTE: Asterisks indicate results of a linear probability model used to estimate differences in responses between new and experienced educators for each type of training experience. $n = 15,454$ for the teacher sample and $n = 3,350$ for the principal sample. ** $p < 0.01$.

Table A.12. Principal and Teacher Reports of Activities, Strategies, and Resources, by School Type

	Principal								Teacher					
	All Principals	All Teachers	Elementary School	Middle/ High School	Urban	Nonurban	High Poverty	Low Poverty	Elementary School	Middle/ High School	Urban	Nonurban	High Poverty	Low Poverty
Strategies for fostering an environment to develop SEL	23	23	22	25	27	22	22	26	23	23	23	24	24	23
Strategies for incorporating SEL into classroom curriculum	33	30	31	35	33	33	32	34	30	30	30	30	28	30
Strategies for delivering multitiered supports for SEL needs	37	25**	39	35	37	37	38	35	27	22**	26	24	26	24
Strategies for educator self-care	13	10**	14	11	18	11**	12	15	9	11	10	9	10	10
More engagement from parents and families	30	40**	30	30	27	31	27	38**	40	39	41	39	46	37**
More knowledge of connections to existing resources	13	15	12	15	15	12	13	13	14	16	14	15	15	15
Strategies for engaging students on their own SEL	35	37	34	35	35	34	33	39*	36	39	39	37	39	37
Adequate financial resources or allocations to implement SEL	31	19**	31	31	30	32	32	28	18	19	19	18	20	18
Explicit prioritization and support from (school or) district administration	8	20**	10	7	8	9	8	8	20	20	20	19	20	19
Time	42	43	43	41	39	43	44	34	42	42	38	44**	38	44**
Materials	15	19**	15	14	13	15	16	15	20	18	18	19	17	20
Technical assistance	2	2	1	4	2	3	2	2	1	2	2	2	2	2
None of the above; I have the support I need	1	2	1	1	1	1	0	1	2	2	2	2	1	2**

NOTE: Asterisks indicate results of a linear probability model used to estimate differences among principals and teacher responses overall and in elementary versus secondary schools, urban versus nonurban schools, and high- versus low-poverty schools. $n = 18,818$ for the full sample, $n = 3,386$ for the principal sample, and $n = 15,432$ for the teacher sample. * $p < 0.05$; ** $p < 0.01$.

Appendix B. American Teacher Panel Abbreviated Survey

Social and Emotional Learning

In this section, please think about the approaches you and your school take to support students' development of social and emotional skills. Social and emotional skills can be grouped into three interconnected domains:

1. **Cognitive skills**, including executive functions such as working memory, attention control and flexibility, inhibition, and planning, as well as beliefs and attitudes that guide one's sense of self and approaches to learning and growth
 2. **Emotional competencies** that enable one to cope with frustration, recognize and manage emotions, and understand others' emotions and perspectives
 3. **Social and interpersonal skills** that enable one to read social cues, navigate social situations, resolve interpersonal conflicts, cooperate with others and work effectively in a team, and demonstrate compassion and empathy toward others.
1. How important do you feel it is for the students you teach to acquire and apply each of the following social and emotional skills at school?

	Not Important	Slightly Important	Fairly Important	Very Important
Understanding and managing emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting and achieving positive goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making responsible decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing and maintaining positive relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling and showing empathy for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning mindsets, including growth mindset, sense of belonging, grit, and sense of purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing a sense of identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. During the current school year (2017–2018), through which of the following methods are students learning social and emotional skills in your school?

Select all that apply

- N/A—students at my school are not learning social and emotional skills
- Schoolwide program or curriculum

- Program or curriculum in some teachers' classrooms but not others'
- Informal classroom practices
- I don't know.

3. Indicate your agreement that programs or interventions to support students' social and emotional learning have the potential to improve the following:

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School climate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Have you received training on how to support students in acquiring and applying social and emotional skills?

Select all that apply

- No, I have not received training in this area
- Yes, in in-service professional learning
- Yes, in pre-service training
- I don't know

5. Please select the practices, programs, or strategies you personally used during the current school year (2017–2018) to improve your students' social and emotional learning. *[Asked if response to Question 2 was not N/A— Students at my school are not learning social and emotional skills]*

Select all that apply

- Integrate social and emotional learning into curriculum and school activities
- Build community and relationships with students and parents
- Implement social and emotional learning programs
- Employ schoolwide behavior management programs
- Model appropriate behaviors
- Draw on school counselors or mental health professionals
- Use point systems or rewards
- Participate in schoolwide behavioral-management programs
- Use restorative practices (e.g., restorative circles for conflict resolution, restorative justice)
- Use targeted behavioral interventions (e.g., Good Behavior Game)

- Use mindfulness practices (e.g., yoga, meditation)
- Other (please specify):

6. During the current school year (2017–2018), which of the following initiatives did your school use to address students’ social and emotional learning and student behavior?
[Asked if response to Question 2 was not N/A—Students at my school are not learning social and emotional skills]

Select all that apply

- Responsive Classroom
- Second Step
- Quiet Time
- Positive Action
- Promoting Alternative Thinking Strategies (PATHS)
- 4Rs
- Caring School Community
- Learning to BREATHE
- Facing History and Ourselves
- Expeditionary Learning
- “.b” [dot-be] from the Mindfulness in Schools Project
- RULER
- MindUP
- Lions Quest
- The Leader in Me
- Trauma-informed practices/Compassionate Schools Model
- Positive Behavior Systems
- Other (please specify):

7. Please select the top three activities, strategies and/or resources that would best improve your ability to develop the social and emotional skills of your students.

Select up to three options

- Strategies for fostering an environment to develop students’ social and emotional skills
- Strategies for incorporating social and emotional skill development into classroom curriculum
- Strategies for delivering multitiered supports for different types of students’ social and emotional needs

- Strategies for educator self-care
- More engagement from parents and families
- More knowledge of connections to existing resources and supports available through school, community groups, nonprofits, and government
- Strategies for engaging students in their own social and emotional development
- Adequate financial resources or allocations in the budget to implement programs and practices
- Explicit prioritization and support from school or district administration
- Time (e.g., for planning, collaboration with other teachers)
- Materials (e.g., curricula)
- Technical assistance support
- Other (please specify):
- None of the above—I have the support I need

8. During the current school year (2017–2018), which, if any, of the following approaches did you or your school use to measure social and emotional learning?

Select all that apply

- Performance tasks that measure students’ social emotional skills
- Self-report questionnaires that survey student perceptions about their own social emotional skills
- Self-report questionnaires that survey teacher perceptions of their own and their students’ social emotional skills
- Student perception surveys on the school conditions that foster social emotional skills
- Teacher perception surveys on the school conditions that foster social emotional skills
- Parent perception surveys on the school conditions that foster social emotional skills
- Teacher, peer educator, or administrator observations of classroom and student behavior
- Teacher perception surveys or other measures of teachers’ own social and emotional development
- Other (please specify):
- N/A—my school doesn’t measure social and emotional learning

Appendix C. American School Leader Panel Abbreviated Survey

Social and Emotional Learning

In this section, please think about the approaches you and your school take to support students' development of social and emotional skills. Social and emotional skills can be grouped into three interconnected domains:

1. **Cognitive skills** including executive functions such as working memory, attention control and flexibility, inhibition, and planning, as well as beliefs and attitudes that guide one's sense of self and approaches to learning and growth
 2. **Emotional competencies** that enable one to cope with frustration, recognize and manage emotions, and understand others' emotions and perspectives
 3. **Social and interpersonal skills** that enable one to read social cues, navigate social situations, resolve interpersonal conflicts, cooperate with others and work effectively in a team, and demonstrate compassion and empathy toward others.
1. During the current school year (2017–2018), considering all of the priorities you had for your school, how did the development of students' social and emotional skills rank?
- It was my school's top priority, and we dedicated whatever resources we could (e.g., money, time) to it.
 - It was one of my school's top priorities, and we tried to prioritize resources for it.
 - It was not a top priority for my school, but we tried to dedicate some resources for it when possible.
 - It was not a priority for my school this year, and we did not dedicate any resources to it.

2. How important do you feel it is for the students in your school to acquire and apply each of the following social and emotional skills at school (as opposed to home or elsewhere)?

	Not Important	Slightly Important	Fairly Important	Very Important
Understanding and managing emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting and achieving positive goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making responsible decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing and maintaining positive relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling and showing empathy for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning mindsets, including growth mindset, sense of belonging, and sense of purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing a sense of identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. During the current school year (2017–2018), through which of the following methods are students learning social and emotional skills in your school?

Select all that apply

- Schoolwide program or curriculum
- Program or curriculum in some teachers' classrooms but not others'
- Informal classroom practices
- Not applicable to my school
- I don't know

4. To what extent do you agree or disagree that programs or interventions to support students' social and emotional learning have the potential to improve the following:

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School climate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Have you received training on how to support students in acquiring and applying social and emotional skills?

Select all that apply

- Yes, in my leadership preparation.
- Yes, while a sitting principal.
- No, I have not received training in this area.
- I don't know

6. Please select the practices, programs, or strategies your school used during the current school year (2017–2018) to improve your students' social and emotional learning. [*Asked if response to Question 3 was not "Not applicable to my school"*]

Select all that apply

- Integrate social and emotional learning into curriculum and school activities
- Build community and relationships with students and parents
- Implement social and emotional learning programs
- Employ schoolwide behavior management programs
- Model appropriate behaviors
- Draw on school counselors or mental health professionals
- Use point systems or rewards
- Participate in schoolwide behavioral-management programs
- Use restorative practices (e.g., restorative circles for conflict resolution, restorative justice)
- Use targeted behavioral interventions (e.g., Good Behavior Game)
- Use mindfulness practices (e.g., yoga, meditation)
- Other (please specify)

7. During the current school year (2017–2018), which of the following initiatives did your school use to address students' social and emotional learning and student behavior? [*Asked if response to Question 3 was not "Not applicable to my school"*]

Select all that apply

- Responsive Classroom
- Second Step
- Quiet Time
- Positive Action

- Promoting Alternative Thinking Strategies (PATHS)
- 4Rs
- Caring School Community
- Learning to BREATHE
- Facing History and Ourselves
- Expeditionary Learning
- “.b” [dot-be] from the Mindfulness in Schools Project
- RULER
- MindUP
- Lions Quest
- The Leader in Me
- Trauma-informed practices/Compassionate Schools Model
- Positive Behavior Systems
- Other (please specify)

8. Please select up to three activities, strategies, and resources that would best improve your school’s ability to develop the social and emotional skills of your students.

Select up to three options

- Strategies for fostering an environment to develop students’ social and emotional skills
- Strategies for incorporating social and emotional skill development into classroom curriculum
- Strategies for delivering multi-tiered supports for different types of students’ social and emotional needs
- Strategies for educator self-care
- More engagement from parents and families
- More knowledge of connections to existing resources and supports available through school, community groups, nonprofits, and government
- Strategies for engaging students in their own social and emotional development.
- Adequate financial resources or allocations in the budget to implement programs and practices
- Explicit prioritization and support from district administration
- Time (e.g., for planning, training)
- Materials (e.g., curricula)
- Technical Assistance support

- Other (please specify)
- None of the above—I have the support I need

9. During the current school year (2017–2018), which, if any, of the following approaches did your school use to measure students’ social and emotional learning?

Select all that apply

- Performance tasks that measure students’ social emotional skills
- Self-report questionnaires that survey student perceptions about their own social emotional skills
- Self-report questionnaires that survey teachers about their perceptions of their own and their students’ social emotional skills
- Student perception surveys on the school conditions that foster social emotional skills
- Teacher perception surveys on the school conditions that foster social emotional skills
- Parent perception surveys on the school conditions that foster social emotional skills
- Teacher, peer educator, or administrator observations of classroom and student behavior
- Teacher perception surveys or other measures of teachers’ own social and emotional development
- Other (please specify)
- My school doesn’t measure social and emotional learning.

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